IAFOR DUBAI 2017

# EDUCATING FOR CHANGE

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# EAST MEETS WEST: INNOVATION AND DISCOVERY

## THE INTERNATIONAL ACADEMIC FORUM PRESENTS

THE IAFOR INTERNATIONAL CONFERENCE ON EDUCATION

THE IAFOR INTERNATIONAL CONFERENCE ON LANGUAGE LEARNING

THE IAFOR INTERNATIONAL CONFERENCE ON THE SOCIAL SCIENCES

THE IAFOR INTERNATIONAL CONFERENCE ON ARTS & HUMANITIES

THE INTERCONTINENTAL FESTIVAL CITY EVENT CENTRE, DUBAI, UAE

FEBRUARY 26-28, 2017

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# IAFOR
# Dubai 2017

Education
Language Learning
Social Sciences
Arts & Humanities

# Theme I
# Educating for Change

## Education

Why are we in teaching and learning if not to be able to help enrich the lives of our students? Educational institutions at all levels, and of all types, should continue to strive for social change in today's world. Beyond the apparent simplicity of our conference theme, however, there is great scope for wide-ranging responses to the question of just how we go about educating for change, through examination of the inherent challenges and responsibilities faced by educators the world over.

Education, too frequently, is the victim of politics, and, worse, sometimes ideologies. Politicians and bureaucrats devise and implement policies to effect change that range from curriculum structure and goals to manipulating budgets on behalf of interest groups and their lobbyists. Questions relating to accountability, transparent governance and community relations are too frequently avoided.

Within the classroom itself, bridging the gap between policy, theory and practice, whether traditional or virtual, teachers and professors de facto become, at varying levels, agents for change. Beyond providing students with resources for study in given fields, they also support them by often being seen as acting not merely as mentors, but also as role models.

These issues are part of the global transformation affecting all human civilisation. How can we as teachers function effectively in a very uncertain environment? How do we help to equip our students with the intellectual and existential tools they require? How do we narrow the gap between theory and practice? How do we make decisions about curriculum and course context in the face of political pressure and social norms? What is the role of interdisciplinary studies in educating for change? And, at the macro level, how can we stimulate awareness of issues such as education assisting the promotion of social justice?

## Language Learning

Whether we are looking at why we must change, how education has changed or even how education will change, change affects all of us involved in language education in many ways. Administrators, teacher trainers, teachers, students: we all wear many hats and we all come face-to-face with change, sometimes on a daily basis. Positive change is about improvement: improving proficiency, improving lives, helping learners achieve their goals and dreams and ultimately, broadening horizons.

In our work as educators we are often asked to effect change – that we are change-makers can be seen in the new curriculums, new material, and even new techniques or methods that we develop. For those of us who conduct research, our research is often focused on finding "better" or more effective ways of teaching often measured in outcomes such as students entered with an average of X and improved to an average of Y. In such a case, improvement = change! But change is also an area of research, as can be seen by looking at journals such as the *Journal of Educational Change*, *Changes in Higher Education*, *Culture and Change* and *Educational Research for Social Change*, to mention four. It is a serious area of study, and one worth our attention.

The focus of the last journal mentioned above is worth looking at. Change is not only about test scores or proficiency going up. It is also about lasting change in one's life, life choices, and looking beyond us as individuals to the society we live in. Social change and a focus on improving the societies we live in is another outcome of education. In recent years, there has been a focus on language and identity, as well as an embrace of sociocultural theory and language development.

At the same time change for the sake of change is not a good reason for change. There is often a tension between the status quo (which is not always bad) and the desire to change. As invested members of our field, we need to be able to examine change, identifying and applying that which is appropriate and will further our goals while also having the wisdom and gumption to reject change that does not make sense. As Dewey said, "reforms which rest simply upon the enactment of law, or the threatening of certain penalties, or upon changes in mechanical or outward arrangements are transitory and futile."

And so we welcome you to this year's conferences, where we can examine change in ways that are important to each of us. What are its challenges, its complexities and its constraints? It is electrifying to think about the wide-ranging conversations we will have as we consider how we can go about educating for change the world over.

# Theme II
# East Meets West: Innovation and Discovery

## Social Sciences

From natural phenomena and the results of climate change to pollution and societal traumas, migrations and war, the enormous challenges that face humankind and our environment are frequently daunting and difficult to comprehend. However, with every new challenge or disruption comes the opportunity for innovation and discovery. Whether inventing new technologies, implementing innovative systems, enacting better policies, legislation, or governance, or ensuring greater cooperation and information sharing, responses are many and varied.

From incremental shift to radical change, from the local to the regional and from the national to the global, this international conference will focus on the challenges that demand a collective response. It will highlight the need to harness our abilities as scientists, policymakers, practitioners, engineers and educators to find multidisciplinary solutions in pursuit of the common goal of a sustainable world.

## Arts & Humanities

Global movements of people and ideas have made possible meetings of East and West that have brought together peoples whose roots lie in different nations, languages, religions and cultures.

These meetings of different cultures, literal and metaphorical, have generated contrasts ranging from outright confrontation to some amazingly creative responses. They have inspired art and architectural beauty, generated new perspectives, expanded trade exchanges, and stimulated technological innovation and scientific discovery. They have also been directly and indirectly responsible for suffering and destruction on the one hand, but for literature, music, food, friendships and love on the other.

From the high end of literature, music, art and fashion, to simple improvements in communications and understanding, all of which are necessary for the progress of human civilisations, this conference has as its theme the historical, geographical and cultural meetings of East and West.

# The Organising Committee

**Dr Sufian Abu-Rmaileh**
UAE University, UAE

**Dr Christine Coombe**
Dubai Men's College, UAE

**Professor Steve Cornwell**
Osaka Jogakuin University, Japan & IAFOR

**Professor Said M. Faiq**
American University of Sharjah, UAE

**Dr Joseph Haldane**
IAFOR & Osaka School of International
Public Policy (OSIPP), Osaka University, Japan

**Professor Sue Jackson**
Birkbeck, University of London, UK

**Professor Barbara Lockee**
Virginia Tech, USA & IAFOR

**Kiyoshi Mana**
IAFOR

**Dr James W. McNally**
University of Michigan, USA & IAFOR

**Professor Ted O'Neill**
Gakushuin University, Japan & IAFOR

# The Reverend Professor
# Stuart D. B. Picken (1942-2016)

It is with sadness that we inform our friends of IAFOR that the Chairman of the organisation, the late Reverend Professor Stuart D. B. Picken, passed away on Friday, August 5, 2016.

Stuart Picken was born in Glasgow in 1942 and enjoyed an international reputation in philosophy, comparative religious and cultural studies, but it is as a scholar of Japan and Japanese thought for which he will be best remembered, and as one of the world's foremost experts on Shinto.

Picken entered University of Glasgow, Scotland, aged 16 to study divinity and philosophy, and his studies culminated with a doctorate that looked at Christianity and the work of Kant. In 1966 he was ordained in the Church of Scotland, and began his career as a minister in Orkney.

However, his curiosity led him from isolated rural Scotland to the world's largest city, and following a visit to Tokyo on a Rotary scholarship, Picken was appointed Professor of Philosophy at the International Christian University (ICU) in 1972. Here he turned his western theological and philosophical training to comparative religious and cultural studies of Japan, at a time when the country was emerging from the shadows of the Second World War.

His groundbreaking and controversial work on suicide in Japan made his name within the country, but it was his subsequent work on Shinto that influenced the rehabilitation of the religion at a time when it was dismissed in the west as pagan and primitive, or unjustly caricatured for its wartime associations.

As Japan emerged as an economic superpower in the 1970s and 1980s, and given his growing prominence as an academic, Picken was much in demand as part of a period in which Japanese wanted to learn more about themselves as seen through the eyes of the West, and where Western businesses were eager to learn from the all-conquering Japanese model. By then fluent in Japanese, he served as a business consultant to such corporations and also served as a consultant to various businesses, including Jun Ashida Ltd., Mitsui Mining & Smelting Corp., Kobe Steel and Japan Airlines. During this period he was active in the St Andrew Society, and founded the Tokyo Highland Games, which is still an annual event.

The author of a dozen books and over 130 articles and papers, Picken was to stay at ICU for 25 years, where he was a popular lecturer and mentor to both Japanese and visiting scholars, serving tenures as Chairman of the Division of Humanities from 1981 to 1983, and as Director of Japanese Studies from 1995 to 1997, as well as concurrently founding Director of the Centre for Japanese Studies at the University of Stirling, Scotland from 1985 to 1988. A keen amateur footballer, whose devotion to Japan was rivalled only by that he felt for Glasgow Rangers, he continued to play into his fifties at ICU, encouraging many students to take up the sport.

He left ICU in 1997, and from then until 2004 served as the founding Dean of the Faculty of Foreign Languages and Asian Studies at Nagoya University of Commerce and Business, and the founding Dean of the Graduate School Division of Global Business Communication from 2002 to 2004.

Upon his retirement from his academic posts, he returned to Scotland to re-enter the ministry as minister of the linked charge of Ardoch with Blackford in 2005, yet he continued his academic and Japanese interests as the Chairman of the Japan Society of Scotland.

Whether in his research or teaching, Picken devoted much of his life to increasing understanding between his adopted country and the West, and in 2007 he was recognised with the Order of the Sacred Treasure, an imperial decoration for his pioneering research and outstanding contribution to the promotion of friendship and mutual understanding between Japan and the UK. He also served as the International Adviser to the High Priest of the Tsubaki Grand Shrine, one of Japan's largest and oldest shrines.

From 2009 he was the founding Chairman of The International Academic Forum (IAFOR) where he was highly active in helping nurture and mentor a new generation of academics, and facilitating better intercultural and international awareness and understanding. In the years immediately preceding his illness, he continued to lecture throughout the world, in Europe, North America, Asia and the Middle East.

He is survived by his wife, Hong Wen, and children, Fiona, Jeannette, William and Lynn.

# Welcome from the Chairman of IAFOR

Dear Colleagues,

We are very happy to return for our third year of interdisciplinary conferences here in Dubai, with a fascinating programme that promises to engage minds, stimulate discussion and excite new research projects.

Dubai is a fantastic location of meetings real and metaphorical, of different tribes and peoples, of desert and sea. Fittingly, our two conference themes reflect the meetings of East and West, and the dialogues around conservation, conservatism, preservation and change. Dubai has long been a trading post for merchants and financiers, but the city has also established local centres of educational, innovative and artistic excellence, as it has sought to build a new and sustainable existence and identity. We look forward to participating in a wonderful exchange of ideas between the 150 delegates from more than 30 countries in the beautiful Dubai Festival City venue.

I would like to thank the local Organising Committee members, Professor Said M. Faiq of the American University of Sharjah, Dr Sufian Abu-Rmaileh of United Arab Emirates University and Dr Christine Coombe of Dubai Men's College, for their role in putting the conferences together, as well as our Keynote and Featured Speakers. I would also like to thank our university affiliates, who bring their institutional reputation and academic credibility to help make this international academic forum a reality here in Dubai. Last, though certainly not least, I would like to thank and each and every delegate for travelling to Dubai to take part in this event, and trust that your experience over the next few days will make the trip worthwhile.

We welcome your active engagement in this expanding global academic community of individuals and network of institutions, and I encourage your participation as a route to intellectual and personal empowerment, as we transcend boundaries of nation, culture and discipline, in search of new friendships and new knowledge.

I hope you enjoy the event, and look forward to meeting you all.

Warm regards,

**Joseph Haldane**
Chairman & CEO, The International Academic Forum (IAFOR)
Guest Professor, Osaka School of International Public Policy (OSIPP), Osaka University, Japan

# Submit your research to the IAFOR Journal of Education

• Fair and rigorous peer review process

• No submission or publication fees

• Editorially independent

• Freely available online to a global academic audience

The *IAFOR Journal of Education* is calling for submissions for a special issue on "Technology in the Classroom".

**Submission deadline:** May 1, 2017

For details of how to submit your paper, view the Author Guidelines on the journal website: **joe.iafor.org**

the iafor

journal of
education

Volume 4 – Issue 2 – Summer 2016
Editor: Bernard Montoneri

ISSN: 2188-0594

The *IAFOR Journal of Education* is an internationally reviewed and editorially independent interdisciplinary journal associated with IAFOR's international conferences on Education and Technology in the Classroom. Like all IAFOR publications, it is freely available to read online, and is free of publication fees for authors. The first issue was published in July 2012, and the journal continues to publish annually.

All papers are reviewed equally according to standard peer review processes, regardless of whether or not the authors have attended a related IAFOR conference.
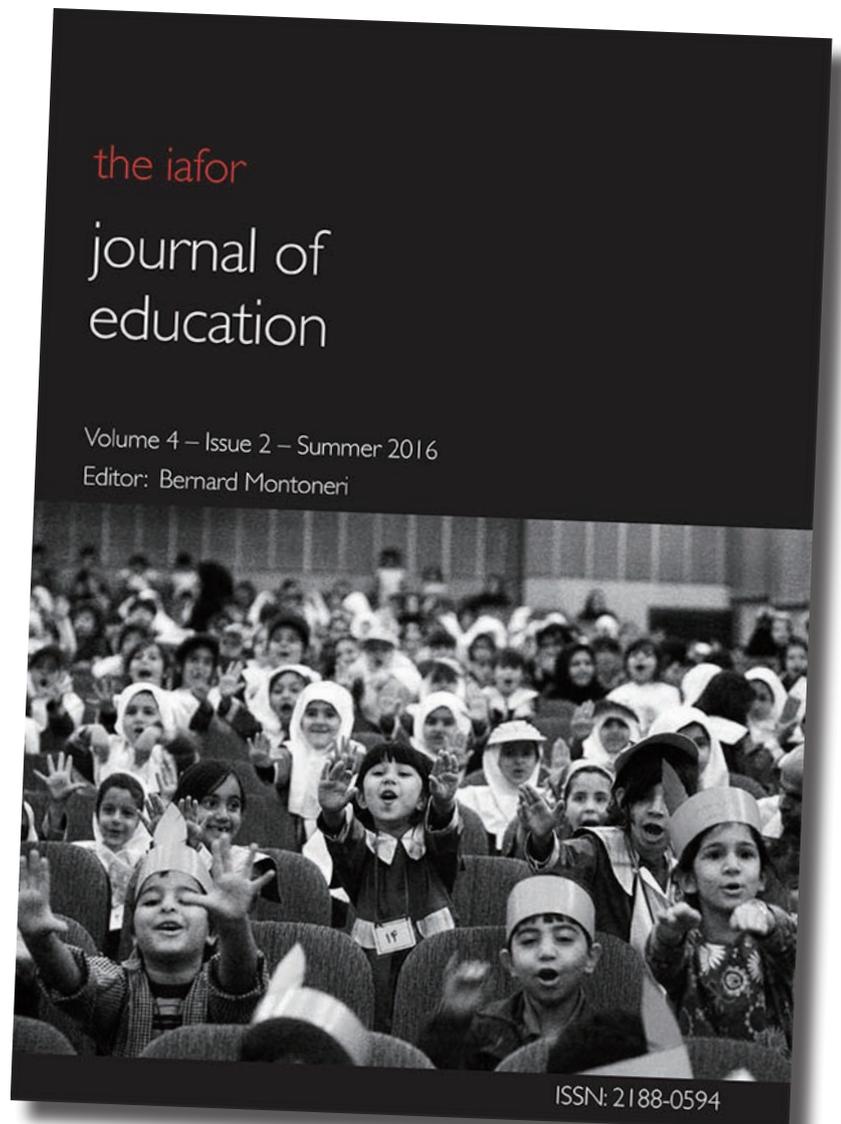
# Conference
# Guide

# Sunday at a Glance
## February 26, 2017 | Room: Al Baraha

08:00-09:00        Conference Registration | Room: Al Baraha Foyer

**09:00-09:15        Announcements and Welcome Address**
Kiyoshi Mana, Director of International Operations, IAFOR
Joseph Haldane, Chairman & CEO, IAFOR

**09:15-10:00        Keynote Presentation**
*Interdisciplinary Education for Innovation and Change*
Donald E. Hall, Lehigh University, USA & IAFOR

10:00-10:30        Coffee Break

**10:30-11:15        Keynote Presentation**
*Reading: A 21st Century Skill in Higher Education*
Melanie Gobert, Abu Dhabi Men's College, UAE

**11:15-12:00        Keynote Presentation**
*Education: A Supertanker in an Ocean of Change and Innovation*
Christina Gitsaki, Zayed University, UAE

12:00-12:15        IAFOR Documentary Photography Award – 2016 Winners Screening

12:15-13:30        Lunch Break

**13:30-14:00        Featured Presentation**
*EDUCATE to INNOVATE*
Fadi Aloul, American University of Sharjah, UAE

**14:05-14:35        Featured Presentation**
*Leadership Skills and Styles for Successful Administrators*
Sufian Abu-Rmaileh, UAE University, UAE

**14:40-15:10        Featured Presentation**
*Effective Mentoring in an Educational Context*
Mohamed Azaza, ADNOC Technical Institute, UAE

**15:10-16:15        Featured Panel Presentation**
*The Challenges of Doing Research and Creative Activity in the Humanities and Cultural Studies Today*
Donald E. Hall, Lehigh University, USA & IAFOR
Said M. Faiq, American University of Sharjah, UAE
Joseph Haldane, IAFOR & Osaka School of International Public Policy (OSIPP), Osaka University, Japan

**16:15-17:15        Conference Poster Session & Coffee Break**

**17:15-18:15        Featured Presentation**
*How the Most Productive TESOLers "Fit It All In"*
Phil Quirke, Higher Colleges of Technology, UAE
Christine Coombe, Dubai Men's College, UAE

**18:30-20:00        Welcome Reception | Location: Leisure Deck**
Join fellow delegates for a drink or two at the Welcome Reception. All registered presenters and audience members are very welcome to attend.

# Monday at a Glance

## February 27, 2017

08:30-17:00  Conference Registration | Room: Amwaj 2

09:00-10:30  Parallel Session I

**10:00-10:30**  **IAAB Spotlight Presentation | Room: Al Khayma**
*PST Online: Catering to a Changing Educational Landscape Through Enhanced Teacher Education*
Yvonne Masters, University of New England, Australia

10:30-10:45  Coffee Break

10:45-12:15  Parallel Session II

12:15-14:00  Lunch Break

14:00-15:30  Parallel Session III

15:30-16:00  Coffee Break

**16:00-16:45**  **Keynote Presentation | Room: Amwaj 1**
*By Natural Law the Earth Is Held in Common*
Robert J. C. Young, New York University, USA & New York University Abu Dhabi, UAE

17:00-18:00  Workshops | Rooms: Al Waha & Al Khayma

# Tuesday at a Glance

## February 28, 2017

08:30-15:00  Conference Registration | Room: Amwaj 2

09:00-10:30  Parallel Session I

10:30-11:00  Coffee Break

11:00-13:00  Parallel Session II

13:00-14:00  Lunch Break

14:00-15:30  Parallel Session III

**15:30-16:00**  **Featured Presentation | Room: Amwaj 1**
*Managing for Innovation and Sustainability: Lessons from the Gulf Region*
Virginia Bodolica, American University of Sharjah, UAE

**16:00-16:15**  **Closing Session | Room: Amwaj 1**

# Introducing IAFOR's Academic Grants and Scholarships

IAFOR is dedicated to helping young scholars achieve their research and academic goals, while also encouraging them to apply the principles of interdisciplinary study to their work. From Spring 2017 IAFOR is offering travel and accommodation grants and full or partial scholarships covering conference registration fees to PhD students and early career academics who might not otherwise have the financial resources to be able to attend our academic conferences.

## Who can receive an IAFOR grant or scholarship?

Awards are based on the appropriateness of the educational opportunity in relation to the applicant's field of study, financial need, and contributions to their community and to IAFOR's mission of interdisciplinarity. Scholarships will be awarded based on availability of funds from IAFOR and will vary with each conference.

## How are recipients of an IAFOR grant or scholarship selected?

The Organising Committee of the relevant IAFOR conference will award scholarships to eligible applicants who have submitted exceptional abstracts that have passed the blind peer review process and been accepted for presentation at one of our conferences.

## How can I apply for an IAFOR grant or scholarship?

If you are eligible for an IAFOR grant or scholarship and would like to be considered, please submit your abstract to the conference you would like to attend and select the checkbox for the relevant award during the submission process.

For more information please visit
**www.iafor.org/financial-support**

# Getting to the Conference

There are two main international airports in Dubai – Dubai International Airport (DXB) and Dubai World Central – Al Maktoum International Airport (DWC). The vast majority of international flights are routed through Dubai International Airport (DXB).

• Dubai International Airport is centrally located and is accessible by bus, taxi and Dubai Metro
• Dubai World Central is located towards the southern end of Dubai and is accessible by bus and taxi
• Visit the Dubai Bus Public Transport website (www.dubai-bus.com)

**Venue Address**
Dubai Festival City
Po Box 45777
Dubai
United Arab Emirates

**Around the Conference Venue**
The Event Centre is Dubai's premier conference space. Two levels of flawless function space are shared by InterContinental Dubai Festival City and Crowne Plaza Dubai Festival City, creating an unparalleled event and conference proposition. Furthermore, if you're seeking an outdoor setting, you'll enjoy the waterfront promenade, wide terraces with stunning views, and the lawn at the Al Badia Golf Club.

# Area Map
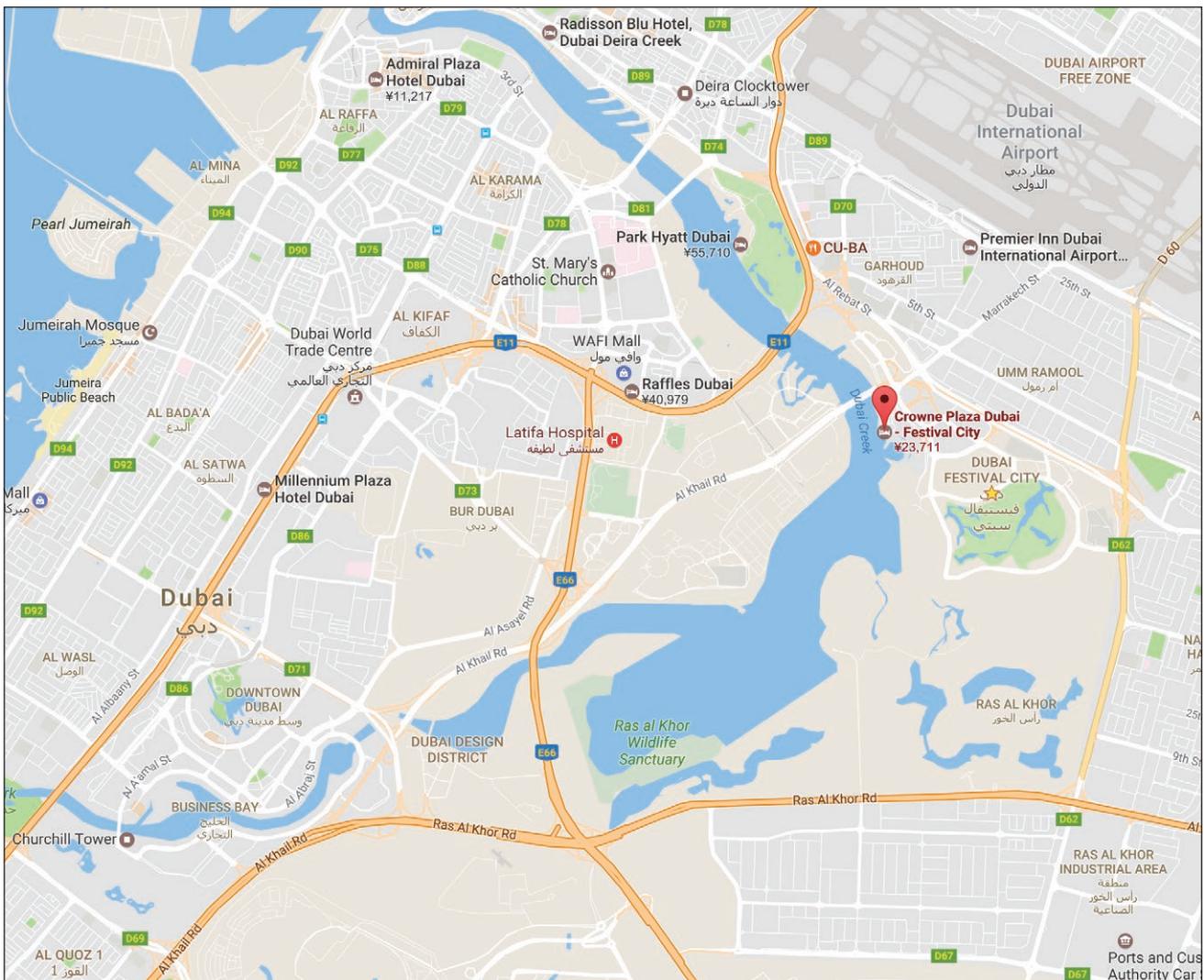
# Conference Guide

## Information and Registration

If you have already paid the registration fee, you will be able to pick up your registration pack and name card at the Conference Registration and Information Desk. The Conference Registration and Information Desk will be located at the following locations during the conference:

| | |
|---|---|
| Sunday | 08:00-09:00 – Al Baraha Foyer |
| | 12:30-17:30 – Amwaj 2 |
| Monday | 08:30-17:00 – Amwaj 2 |
| Tuesday | 08:30-15:00 – Amwaj 2 |

If you have any questions or concerns, IAFOR staff and local volunteers will happily assist you in any way they can.

## What to Wear & Bring

Attendees generally wear business casual attire. You may wish to bring a light jacket or sweater as meeting rooms are air conditioned.

## Smoking

The Crowne Plaza and Event Centre have implemented a Clean Indoor Air Act; therefore, smoking is not permitted in any of the conference rooms. There are designated smoking areas next to Al Amwaj 1 & 2 and Al Ras.

## Printing

At the Conference Registration Desk we are able to offer a complimentary printing service of up to ten A4 sheets should you need this. Please be advised that printing may not be available at peak times.

## Badges

When you check in, you will receive a registration pack, which includes your name badge. Wearing your badge is required for entrance to the sessions. You must wear your badge at all times during the conference. There are four colours of badges indicating the type of conference participant:

Blue: Presenters and General Audience
Yellow: Keynote and Featured Speakers
Red: Conference Exhibitors and Affiliates
Black: IAFOR Staff & Board Members

## Photo/Recording Waiver

There may be photography, audio and video recording at the conference. By entering the event premises you give consent to the use of your photograph, likeness or video or audio recording in whole or in part without restriction or limitation for any educational, promotional, or other purpose for distribution.

## Eating & Drinking

Food and drink (excluding water) are not allowed in the presentation rooms.

## Refreshment Breaks

Complimentary coffee, tea, and water will be available throughout the conference. Light snacks and refreshments will be provided once in the morning and once in the afternoon.

## Lunch Times

Lunch on Sunday, Monday and Tuesday is included in the conference registration fee. Lunch will be served each day at the Creekside Promenade at the times specified below. Please remember to bring your conference name badge as you will need to show this in order to claim your lunch.

| | |
|---|---|
| Sunday | 12:15-13:30 – Creekside Promenade |
| Monday | 12:45-14:00 – Creekside Promenade |
| Tuesday | 13:00-14:00 – Creekside Promenade |

# Conference Guide

**Conference Abstracts**
All conference abstracts are available online. Please visit papers.iafor.org for a searchable database of abstracts. Alternatively, download the IAFOR Events application, free of charge, from appstore.com/iaforevents on iPad or iPhone, or from the Google Play store for Android users.

**Oral Presentations & Workshop Presentations**
Oral Presentation Sessions will run from 09:00 on Monday and Tuesday morning. They are generally organised into parallel sessions by streams. Oral Presentations are normally scheduled in sessions comprising three presentations, lasting 90 minutes in total. In sessions with two Oral Presentations, the session will last 60 minutes, and in the case of four Oral Presentations, an extended session lasting 120 minutes will be scheduled.

**Presentation Length**
The time in the sessions is to be divided equally between presentations. We recommend that an Oral Presentation should last 15-20 minutes to include time for question and answers, but should last no longer than 25 minutes. Any remaining session time may be used for additional discussion.

**Presentations & Equipment**
All rooms will be equipped with a MacBook computer pre-installed with PowerPoint and Keynote and connected to a LCD projector. If you wish, you may directly link your own PC laptop, although we advise you to use the computer provided by plugging in your USB flash drive. We recommend that you bring two copies of your presentation in case one fails, and suggest sending yourself the presentation by email as a third and final precaution.

**Session Chairs**
Session Chairs are encouraged to introduce themselves and other speakers (briefly) using the provided printouts of speaker bios, hand out the provided presentation certificates at the end of the session, ensure that the session begins and ends on time, and that the time is divided fairly between the presentations. Each presenter should have no more than 25 minutes in which to present his or her paper and respond to any questions. Please follow the order in the programme, and if for any reason a presenter fails to show up, please keep to the original time slots as delegates use the programme to plan their attendance.

The Session Chair is asked to assume this timekeeping role, and to this end yellow and red timekeeping cards are used as a visual cue for presenters, letting them know when they have five minutes remaining, and when they must stop.

**Presentation Certificates**
Poster Presenters can pick up a certificate of presentation from the Registration Desk. All other presenters will receive a certificate of presentation from their Session Chair or a member of staff at the end of their session.

**A Polite Request to All Participants**
Participants are requested to arrive in a timely fashion for all presentations, whether to their own or to those of other presenters. Presenters are reminded that the time slots should be divided fairly and equally between the number of presentations, and that presentations should not overrun. Please refrain from discussion until after presentations have ended and ensure that mobile phones are switched off or set to silent mode during presentations.

**Poster Sessions**
The Poster Session is 60 minutes in length and will be held in Al Baraha.

**Poster Requirements**
The poster display boards are 1,800 mm high x 900 mm wide and pins and tape will be provided for putting posters up. Please be aware that there are no on-site facilities for printing posters.

**Conference Proceedings**
The Conference Proceedings are published on the IAFOR website (www.iafor.org), and can be freely accessed as part of IAFOR's research archive. All authors may have their full paper published in the online Conference Proceedings. Full text submission is due before March 28, 2017 through the online system. The proceedings will be published on April 28, 2017. Authors will have PDF copies of their offprints emailed to them by May 28, 2017.

# The InterContinental
# Festival City Event Centre

Meeting Rooms Waterfront Level

PRE-FUNCTION
AREA

AL BARAHA 3

AL BARAHA 2

AL BARAHA 1
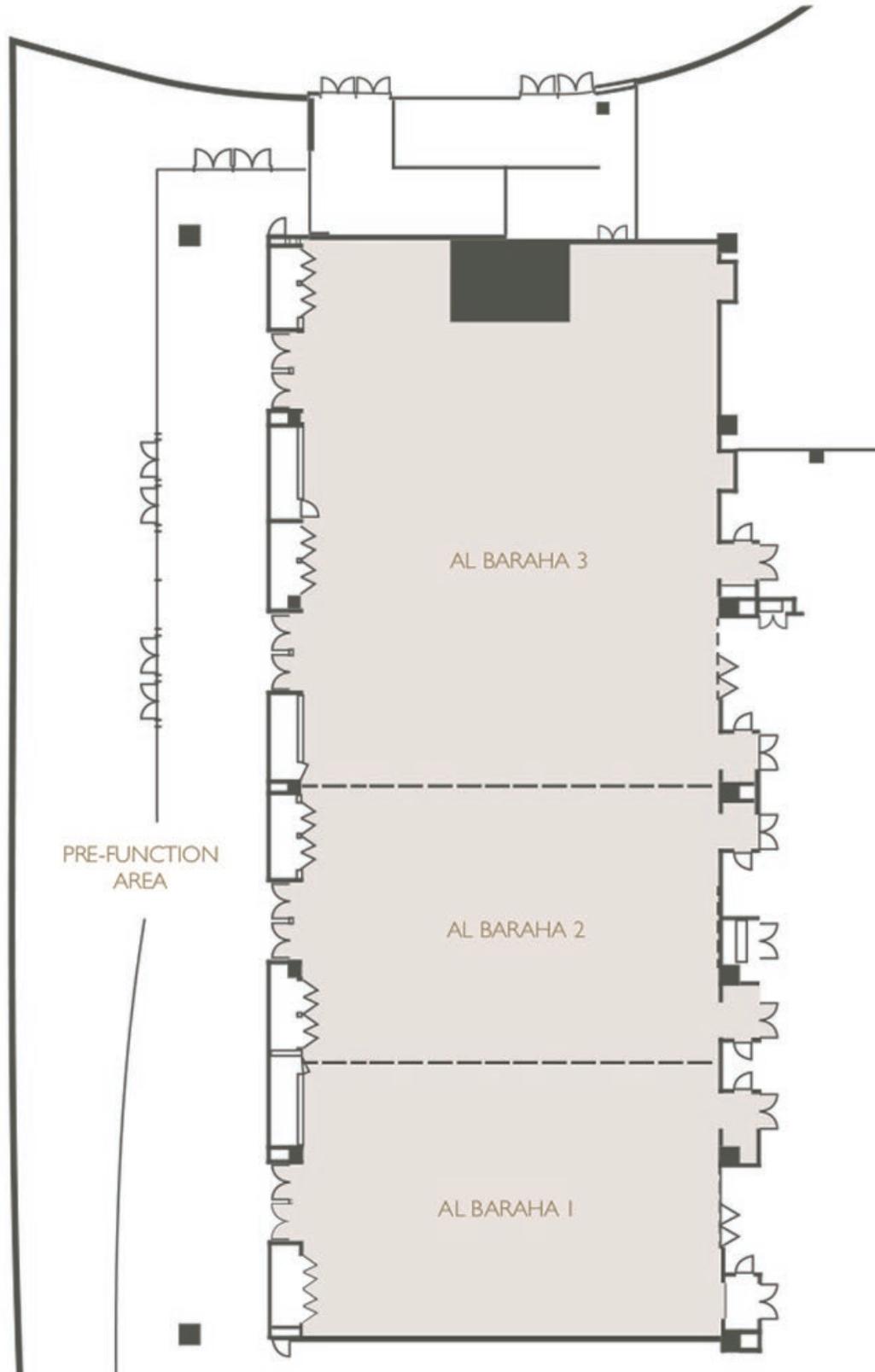
# The InterContinental
# Festival City Event Centre
Meeting Rooms Lobby Level



AL MAJLIS

WC

PANTRY

AL KHAYMA

PRAYER ROOM

ABLUTION

AL RIMAL 2

AL RIMAL 1

AL WAHA 2

AL WAHA 1

AL AMWAJ 1

AL AMWAJ 2

the iafor
journal of education

Volume III - Issue I - Winter 2015
Editor: Bernard Montonen

ISSN 2187-0594

the iafor
journal of politics,
economics & law

Volume I - Issue I - Fall 2014
Editor: Craig Mark

ISSN 2188-9562

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journal of media,
communication & film

Volume I - Issue II - Summer 2014
Editor: James Rowlins

ISSN 2187-0667

the iafor
journal of cultural studies

the iafor
journal of ethics, religion
& philosophy

Editor: Michael O'Sullivan

the iafor
journal of asian studies

Volume I - Issue I - Winter 2014
Editor: Seiko Yasumoto

ISSN 2187-6037

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social sciences

Editor: Andrea Molle

the iafor
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arts & humanities

Volume II - Issue I - Fall 2014
Editor: Thomas French

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the behavioral sciences

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Editor: James Rowlins

# IAFOR Journals

## www.iafor.org/journals

The International Academic Forum's journals conform to the highest academic standards of international peer review, and are published in accordance with the IAFOR's commitment to make all of our published materials available online.

**How are journal editors appointed?**
Journal editors are appointed by The International Academic Forum's leadership, under the guidance of the International Advisory Board. The term of appointment is for one issue, to be renewed by mutual consent.

**How do we ensure academic integrity?**
Once appointed, the journal editor is free to appoint his or her own editorial team and advisory members. All papers published in the journal have been subjected to the rigorous and accepted processes of academic peer review. Neither editors nor members of the editorial team are remunerated for their work. Authors will never be asked to contribute to publication costs.

**How are papers selected?**
Journal editors may accept papers through an open call, and proposed articles may be sent directly to the respective editors. A small number of papers from the associated Conference Proceedings may also be selected by the journal editor(s) for reworking and revising, subject to normal processes of review. It is expected that between five and ten percent of papers included in any given Conference Proceedings will be selected for consideration and potential publication in the associated conference journal.

**How are IAFOR journals related to IAFOR conferences?**
IAFOR's journals reflect the interdisciplinary and international nature of our conferences and are organised thematically. Papers included in the associated Conference Proceedings may be considered for reworking by the editor(s), and are then subjected to the same processes of peer review as papers submitted by other means.

# Journal Editors

# THINK.IAFOR.ORG

## THE ACADEMIC PLATFORM

THINK.IAFOR.ORG is IAFOR's online magazine, launched in early 2016. *THINK* is an ambitious project conceived by academics, for academics, with the following objectives:

To provide an international, far-reaching platform for the best research presented at IAFOR conferences;

To make original, high-quality, thought-provoking multimedia content freely accessible to a wide readership;

To facilitate the opportunity for academics to step outside of the traditional research publishing status quo – to get creative, explore different disciplines and to have their ideas heard, shared and discussed by a diverse, global academic audience.

Content published on *THINK* spans a wide variety of disciplines and the format is varied, encompassing full research papers, long-form journalism, opinion pieces, creative writing, interviews, podcasts, video, photography, artwork and more. Current contributing authors include leading academics such as Professor Svetlana Ter-Minasova, Professor A. Robert Lee, Professor Bill Ashcroft and Professor J. A. A. Stockwin.

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Submissions should be between 500 and 2,500 words and sent to publications@iafor.org. Please include "THINK submission" in the subject line.

# Keynote
# & Featured
# Speakers
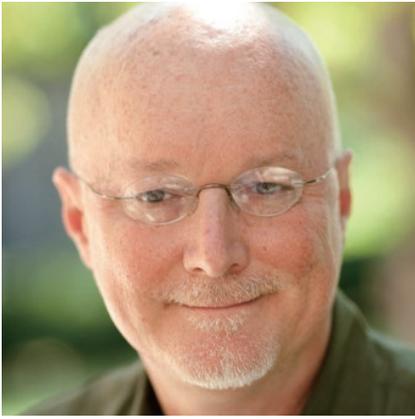
**Donald E. Hall**
Lehigh University, USA & IAFOR

**Melanie Gobert**
Abu Dhabi Men's College, UAE

**Christina Gitsaki**
Zayed University, UAE

**Fadi Aloul**
American University of Sharjah, UAE

**Sufian Abu-Rmaileh**
UAE University, UAE

**Mohamed Azaza**
ADNOC Technical Institute, UAE

**Said M. Faiq**
American University of Sharjah, UAE

**Joseph Haldane**
IAFOR

**Phil Quirke**
Higher Colleges of Technology, UAE

**Christine Coombe**
Dubai Men's College, UAE

**Robert J. C. Young**
New York University, USA &
Abu Dhabi, UAE

**Virginia Bodolica**
American University of Sharjah, UAE

# Interdisciplinary Education for Innovation and Change

## Keynote Presentation: Donald E. Hall

### Sunday, February 26 | 09:15-10:00 | Room: Al Baraha

Whatever we may isolate as the chief global threats that we face in the twenty-first century, we have little hope of effectively responding to them without finding common ground across nations, cultures, languages, and belief systems. We cannot address global warming, HIV/AIDS, the threat of terrorism, nuclear proliferation, religious intolerance, famine, poverty, or any other social ill by our own lonely and isolated selves – either as individuals or individual nations. States often, understandably, act out of national self-interest, but none of the major challenges we face today are solvable by individual nations acting solely on that basis of self-interest, except to the extent that it is in the interest of individual nations to work together collaboratively and energetically. How then do we begin to solve our biggest and most fundamental problem of them all: the challenge of living in peace, good will, and with a sense of shared interests with our fellow inhabitants of the planet?

By the end of this talk I will return repeatedly to that question because I do not think that science, technology, engineering, or business alone helps us achieve that foundational goal of living in peace, good will, and with a sense of shared interests with our fellow inhabitants of the planet. Science will help us cure disease. Technology will allow us to communicate and travel faster. Engineering may assist us in generating new forms of energy and protecting against eroding agricultural lands and coastal areas. Business provides incentives to develop new media, new pharmaceuticals, and new ways of feeding our hungry populations. However, none of them displaces or challenges self-interest, national or personal. None of them provides the tools alone to achieve our goal of living in peace, good will, and with a sense of shared interest with our fellow inhabitants of the planet. For that, we need interdisciplinary training in the liberal arts and sciences – especially as informed by the humanities, the social sciences, and the visual and performing arts. Only interdisciplinarity can teach us how to cross boundaries comfortably, even enthusiastically. Interdisciplinary perspectives can save us from ourselves and the threats that are produced by a narrow reliance on science, technology, and business.

**\* \* \***

**Professor Donald E. Hall** has published widely in the fields of British Studies, Gender Theory, Cultural Studies, and Professional Studies. Prior to arriving at Lehigh in 2011, he served as Jackson Distinguished Professor of English and Chair of the Department of English (and previously Chair of the Department of Foreign Languages) at West Virginia University (WVU). Before his tenure at WVU, he was Professor of English and Chair of the Department of English at California State University, Northridge (CSUN), where he taught for 13 years. He is a recipient of the University Distinguished Teaching Award at CSUN, was a visiting professor at the National University of Rwanda, was 2001 Lansdowne Distinguished Visiting Scholar at the University of Victoria (Canada), was Fulbright Distinguished Chair in Cultural Studies at Karl Franzens University in Graz, Austria, for 2004-05, and was Fulbright Specialist at the University of Helsinki for 2006. He has also taught in Sweden, Romania, Hungary, and China. He has served on numerous panels and committees for the Modern Language Association (MLA), including the Task Force on Evaluating Scholarship for Tenure and Promotion and the Convention Program Committee. In 2012, he served as national President of the Association of Departments of English. In 2013, he was elected to and began serving on the Executive Council of the MLA.

His current and forthcoming work examines issues such as professional responsibility and academic community-building, the dialogics of social change and ethical intellectualism, and the Victorian (and our continuing) interest in the deployment of instrumental agency over our social, vocational, and sexual selves. His book, *The Academic Community: A Manual For Change*, was published by Ohio State University Press in the fall of 2007. His tenth book, *Reading Sexualities: Hermeneutic Theory and the Future of Queer Studies*, was published in the spring of 2009. In 2012, he and Annamarie Jagose, of the University of Auckland, collaborated on a volume titled *The Routledge Queer Studies Reader*, which was published in July of that year. He continues to lecture worldwide on the value of a liberal arts education and the need for nurturing global competencies in students and interdisciplinary dialogue in and beyond the classroom. Professor Hall is Vice-President of The International Academic Forum (IAFOR).

# Reading: A 21st Century Skill in Higher Education

## Keynote Presentation: Melanie Gobert

### Sunday, February 26 | 10:30-11:15 | Room: Al Baraha

It is assumed that reading is a basic, core skill in the range of skills needed to be a 21st-century thinker and that all students have acquired this skill before embarking on higher education (Kivunja, 2014), yet research in the United Arab Emirates shows that the average Emirati student has read only 4 books a year compared to her/his Korean peers (40 books), and the average Emirati family only has 20 books in the home compared to the average British home which has 203 books. In fact, research in the USA from the ACT college placement tests shows that about 50% of high school graduates lack the necessary reading skills to adequately commence college. In the USA and Europe, many of these students are language minority students. In addition, more and more English-medium colleges and branches of English higher education institutions are opening abroad in non-English speaking countries. English proficiency has also become a graduation program requirement in more and more foreign universities due to the impact of globalization. Add to that, the impact of electronic media on education and the impact of the retrieval of information from the Internet on the human brain, higher educational institutions are often left with a deficit in the college-preparedness of incoming students. A result of this, particularly for many English-medium overseas colleges and universities, is that the teacher is paid to read and summarize the content for underprepared students, thus impacting the standard of the graduates of the university and the university's reputation. This talk will look at some of the causes and effects of this phenomenon and discuss some research-based solutions.

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**Dr Melanie Gobert** is on the General Education Faculty at the Higher Colleges of Technology, Abu Dhabi Men's College, UAE. She is a past president of TESOL Arabia, and she was the editor of *Perspectives*, the TESOL Arabia peer-reviewed English Language Teaching journal, from 2009 to 2014. She has co-edited *Current Issues in Reading, Writing and Visual Literacy: Research and Practice* (2015) published by Cambridge Scholars. She has also published and presented widely in the region, including, "Taboo Topics in the ESL/EFL Classroom in the Gulf Region" in *Intercultural Communication with Arabs* (2014, Springer) and "Research-Based Solutions to Gulf Arabs' Reading Challenges" (in press) *Teaching English in the Arab Context: Challenges and Practical Classroom Applications* (Cambridge Scholars). She has two upcoming chapters on "Accommodation in ESL" and "Realia" in the new Wiley Publications *A to Z of Assessment and A to Z of English Language Teaching*. She was the editor of the Student Edition of *From Rags to Riches: A Story of Abu Dhabi by Mohamed Al Fahim* (Makaram Publishing, 2011). She has also published "Grammar Correction in ESL Writing Classrooms" in *Cultivating Real Writers* (HCT Press, 2010) and "Key Findings from Research and Implications for the Classroom" in *Cultivating Real Readers* (HCT Press, 2010). She was a featured speaker at the 2nd World Congress on Extensive Reading held in Seoul, Korea, in 2013, and she presented on "Language Learner Literature and Identity" at the TESOL Regional Conference on Excellence in Language Instruction: Supporting Classroom Teaching & Learning at the National Institute of Education in Singapore in December 2015.

# Education: A Supertanker in an Ocean of Change and Innovation

## Keynote Presentation: Christina Gitsaki

### Sunday, February 26 | 11:15-12:00 | Room: Al Baraha

The field of Education has long been criticized for being too slow in adopting much needed changes commensurate with the sweeping social changes brought on by globalization in the information age. This session will first discuss change in Education from a number of different perspectives highlighting factors that in the past have inhibited long and short-term change in the field. Following that, the session will address key points relevant to Education in the Gulf, will explore the role of research and technology in improving human learning potential, and provide a set of concrete recommendations and guidelines for major stakeholders, such as educators, educational leaders and policy makers, in an effort to successfully plan and implement small and large-scale projects that can bring about change in the field.

**\* \* \***

**Professor Dr Christina Gitsaki** is the Research Coordinator at the Center for Educational Innovation, Zayed University, UAE. During her 20-year career in higher education she has contributed to the field in a number of different capacities such as English language teacher, applied linguistics lecturer, pre-service teacher educator, in-service teacher trainer, textbook author, project manager, curriculum leader, editor and researcher. In the past she served as the UNESCO Chair in Applied Research in Education in Sharjah and later as the Associate Dean of the Foundations program at HCT. Before coming to the UAE, she worked at The University of Queensland (UQ) in Australia, where she educated pre-service ESL teachers and supervised Masters and PhD students in language education research. She has worked with Education Queensland and The Learning Federation of the Curriculum Corporation, Australia on state and federal education projects such as the creation of digital Learning Objects for K-12 ESL students. Dr Gitsaki has presented her research at International Conferences, has been an invited speaker at various professional events and she has published 72 papers in refereed journals and book chapters on language acquisition and pedagogy. She is the author, editor and co-editor of twelve books on language education research. At the CEI she oversees the Mobile Learning Research Fund, the SoTL Certification Course, the development of resources for research and she provides advice and mentorship to faculty who are interested in engaging in research on teaching and learning.

# EDUCATE to INNOVATE

## Featured Presentation: Fadi Aloul

### Sunday, February 26 | 13:30-14:00 | Room: Al Baraha

Successful countries today are working on developing an innovation-led knowledge-based economy. Without innovation and creativity, countries would not progress. Schools and universities provide the skilled human capital necessary for producing the innovation-led knowledge-based economy. In this talk we will discuss various methods to bring innovation to schools and universities to help create future innovators.

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**Dr Fadi Aloul** is Professor and Department Head of Computer Science and Engineering and the Director of the HP Institute at the American University of Sharjah (AUS), UAE. He holds a PhD and MS degrees in Computer Science and Engineering from the University of Michigan, Ann Arbor, USA, respectively, and a BS degree in Electrical Engineering summa cum laude from Lawrence Technological University, Michigan, USA. His research and industrial interests are in Cyber Security, Mobile Applications, and Design Optimization. He is a Certified Information Systems Security Professional (CISSP) and the founder of several cyber security awareness initiatives in UAE including UAE's Cyber Academy. Dr Aloul received a number of prestigious awards including being the only recipient from the Middle East to receive the Global Engineering Deans Council (GEDC) Airbus Engineering Diversity Award in addition to the H. H. Sheikh Khalifa (UAE's President) Award for Higher Education, the Sheikh Rashid's Award for Outstanding Scientific Achievement, the Abdul Hameed Shoman Award for Young Arab Researchers, the AUS Excellence in Teaching Award and the Semiconductor Research Corporation Fellowship. He has more than 100 publications (available at www.aloul.net) and one US patent. He is a regular invited speaker and panelist across a number of international conferences related to Cyber Security, Technology, Innovation and Education. He was the founder and chair of the UAE IEEE Graduates of Last Decade (GOLD) group, an organization dedicated to advancing technological innovation and excellence for the benefit of humanity.

# Leadership Skills and Styles for Successful Administrators

## Featured Presentation: Sufian Abu-Rmaileh

### Sunday, February 26 | 14:05-14:35 | Room: Al Baraha

Leadership, at any level, is a complicated matter that is not easy to decipher. Achieving superiority and distinction in leadership sometimes necessitates the use of unconventional processes by which people lead. Each leader manages in a different way and with a different style. "Leadership styles" refers to the way a leader behaves and deals with issues arising in the work environment (Bates, 2002, Garland and Parry, 1987). Style relates to the leader's personality and how they operate during certain situations. In addition, leadership style relates to how much leeway leaders allow for their constituents' participation in problem solving and in the decision-making process. This has to do with how much freedom employees are given to be participants in the organization, affecting the way the day-to-day activities of the organization are handled (DePree, 1989, Dogget, 1987, Lall and Lall, 1979). Leaders have to work with norms, parameters and concepts that are vital to their success. The constituents, practices and issues are job specific. Personality type, risk at work, organizational culture and the objectives of the task at hand are also vital in leadership. Effective leaders need to have a never-ending enthusiasm for the job. They need to have flexibility of thought, be approachable and understanding. Leaders need to be sensitive to their constituents (Lussier and Achua, 2004, Popper and Lipshitz, 2000).

In this presentation, participants will look at the factors affecting leadership styles, examining six different styles (directive, visionary, affiliative, democratic/participative, pacesetting and coaching). They will have an opportunity to complete a survey which reveals to them their leadership style and what they are working with and how it can affect their work environment. Finally, they will examine some qualities of good leadership.

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**Dr Sufian Abu-Rmaileh** is an English Lecturer at UAE University, UAE. He was the External Projects Coordinator for four years and was also the Professional Development Coordinator for The University General Requirements Unit. For the past 32 years he has been teaching English at various levels, skills and institutions in the USA and the Middle East. He has been an administrator and a team leader for over 10 years in the USA and the UAE. He has an MA in Linguistics, and received both his TESL Certificate and his PhD in Educational Leadership from Brigham Young University, USA. Dr Abu-Rmaileh has also won many awards for his work as a leader, researcher and classroom teacher, including Toastmasters International Advanced Communicator Bronze and Advanced Leader Bronze. He is a frequent presenter, invited speaker and plenary speaker at local, national and international conferences. Dr Abu-Rmaileh has written on culture, classroom technology, motivation, burnout, communication, business writing, critical and creative thinking, emotional and social intelligences, team building, problem solving and leadership. Dr Abu-Rmaileh is also a Toastmasters International member and President of TA Toastmasters. He is TESOL Arabia past president, past conference co-chair, 25 years as TA conference planner and other local, regional and international conference planner, and 2017 TA conference co-chair.

# Effective Mentoring in an Educational Context

## Featured Presentation: Mohamed Azaza

### Sunday, February 26 | 14:40-15:10 | Room: Al Baraha

Mentoring has traditionally been defined as a one-to-one relationship between a more knowledgeable professional and a mentee or novice. The mentor's job is, therefore, to instruct, guide, protect and challenge the novice protégé (Anderson & Shannon, 1988) whereas the mentee is expected to practice and demonstrate what has been learned. However, the mentor's role has been recently extended to include other roles, such as co-thinker, learning companion, resource partner and coach. Accordingly, in this emerging new approach, the mentor is not only perceived as an expert who offers positive and honest feedback on a lesson or a teaching strategy, but also plans with the mentee about how to overcome a challenging classroom situation. These roles have also developed to accommodate other emerging roles, such as raising the mentee's awareness about other dimensions of practice that are often overlooked. These new dimensions include cultural sensitivity and diversity, context, organizational micro-politics, power relations, awareness of group dynamics and the balance between the teacher's needs and the organizational needs. Reflecting on a recent research study carried out in the local context of the UAE, the presenter will discuss how can mentoring be a powerful learning experience for both the mentor and mentee. He will also argue that good mentoring in an educational context not only entails a good pedagogical content knowledge but also developing cultural competence as well as ethical and organizational awareness.

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**Mohamed Azaza** holds an MSc in TESOL from Aston University and DELTA from the University of Cambridge, UK. He is also a PhD candidate in Research in Education with the University of Leicester, UK. He has published and presented on areas as diverse as teacher professional development, professional communities of practice, teacher leadership, curriculum and materials design, differentiated instruction, emotional intelligence and cross-cultural communication. Mohamed currently works at ADNOC Technical Institute.

# The Challenges of Doing Research and Creative Activity in the Humanities and Cultural Studies Today

## Featured Panel Presentation: Donald E. Hall, Said M. Faiq & Joseph Haldane

### Sunday, February 26 | 15:10-16:15 | Room: Al Baraha

Given the rise of anti-intellectualism and increasing emphasis on technical and skills-based education, 2017 and beyond will prove particularly challenging times for those of us working in Cultural Studies and the Humanities. Our panellists will each speak for five to ten minutes about the broad political constraints on their work, as well as their respective national and institution contexts of funding and prioritization. This will be followed by a general discussion with the audience about collective experiences and strategies for individual and collective response to the challenges that we face.

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**Professor Donald E. Hall** has published widely in the fields of British Studies, Gender Theory, Cultural Studies, and Professional Studies. He has held various academic positions around the world, including Professor, Chair, Distinguished Professor, Fulbright Distinguished Chair and Fulbright Specialist. He has served on numerous panels and committees for the Modern Language Association (MLA), and as national President of the Association of Departments of English. His tenth book, *Reading Sexualities: Hermeneutic Theory and the Future of Queer Studies*, was published in the spring of 2009, followed by a collaborative volume with Annamarie Jagose of the University of Auckland in 2012. Professor Hall is Vice-President of The International Academic Forum (IAFOR). (Full bio on page 21)

**Dr Said M. Faiq**, FRSA, is Professor of Intercultural Studies and Translation at the American University of Sharjah (UAE), where he was Chair/Head of department (2003-07, 2009-10), and Director of the graduate program in translation and interpreting (2002-11). He is a visiting professor at Exeter University (UK). Prior to his current position, he worked in Africa, the Middle East and the United Kingdom (Salford University, (1990-2003), where he was Director of Studies for undergraduate and graduate programs in Arabic/English translation and interpreting; and Leeds University, (1996-1998), where he was visiting lecturer in applied linguistics). He has served as consultant to private and public organisations for educational and related sectors and serves on a number of academic editorial and consultancy boards/agencies. He is an established figure in intercultural and translation studies and allied areas and has directed and examined graduate research (Cambridge, McGill). His publications include *Agency and Patronage in Eastern Translatology* (co-edited with Ahmed Ankit, forthcoming), *Culguage in/of translation from Arabic* (co-edited with Ovidi Carbonnel and Ali AlManaa, 2014), *Beyond Denotation in Arabic Translation* (co-edited with Allen Clark, 2010), *Cultures in dialogue: A translational perspective* (2010), *Trans-lated: Translation and Cultural Manipulation* (2007), *Identity and Representation in Intercultural Communication* (2006), *Cultural Encounters in Translation from Arabic* (2004).

**Dr Joseph Haldane** is Chairman and CEO of The International Academic Forum (IAFOR). Dr Haldane holds a PhD from the University of London in 19th-century French Studies. From 2002 to 2005 he held full-time faculty positions at the University of Paris XII (Paris-Est Créteil) and Sciences Po Paris. Dr Haldane is now a Guest Professor at Osaka University's School of International Public Policy (OSIPP), where he teaches on the postgraduate Global Governance Course.

# How the Most Productive TESOLers "Fit It All In"

## Featured Presentation: Phil Quirke & Christine Coombe

### Sunday, February 26 | 17:15-18:15 | Room: Al Baraha

Ever feel like you're just not getting enough done? If so, you're like many TESOLers around the world. Research shows that on average people are only productive 3 days a week. The purpose of this session is to share the results of a research project investigating how the most productive TESOLers "fit it all in" and attain the ever elusive work-life balance. It doesn't matter what you do or where you work, everyone is looking for ways to be more productive on the job and in life. In this session, the presenters will share some recent research on how productive TESOLers seem to fit it all in. For the purposes of this research we define a productive TESOLer as one who holds down a job, engages in teaching, does research, presents at and organizes conferences and events, and publishes and does so with what we consider good work-life balance. This presentation will have two parts. In the first part, the presenters will first define "productivity" and elicit what characterizes a productive day for most teachers. They will then present certain issues that cause teacher productivity to decline. In a general review of the literature, the characteristics of highly-productive people will be discussed and the presenters will share strategies for improving personal and professional productivity and attaining better work life balance. The second part of the presentation will report on a research project that investigated the beliefs and practices of extremely productive English language teachers.

### * * *

**Dr Christine Coombe** has a PhD in Foreign/Second Language Education from The Ohio State University, USA. She is currently on the English faculty of Dubai Men's College. She is the former Testing and Measurements Supervisor at UAE University and Assessment Coordinator of Zayed University. Christine is co-editor of *Assessment Practices* (2003, TESOL Publications); co-author, *A Practical Guide to Assessing English Language Learners* (2007, University of Michigan Press); co-editor, *Evaluating Teacher Effectiveness in EF/SL Contexts* (2007, UMP); co-editor, *Language Teacher Research in the Middle East* (2007, TESOL Publications), *Leadership in English Language Teaching and Learning* (2008, UMP) *Applications of Task-based Learning in TESOL* (2010, TESOL Publications), *The Cambridge Guide to Second Language Assessment* (2012, Cambridge University Press) and *Reigniting, Retooling and Retiring in English Language Teaching* (2012, University of Michigan Press). Christine's forthcoming books are on research methods in EF/SL and life skills education.

Christine has lived and worked in the Arabian Gulf for the past 21 years. In this capacity, she has served as the President and past President of TESOL Arabia and as the Founder and Co-chair of the TESOL Arabia Testing Special Interest Group who organise the Current Trends in English Language Testing (CTELT) Conference. Christine is also the Founder and Chair of the TESOL Arabia Leadership & Management SIG.

During her tenure in the Middle East, she has won many awards including: 2002 Spaan Fellowship for Research in Second/Foreign Language Assessment; 2002-03 TOEFL Outstanding Young Scholar Award; TOEFL Board Grant for 2003-04, 2005-06, 2007-08 and 2009-10 for her work in delivering assessment training assessment in developing countries. Most recently she served on the TESOL Board of Directors as Convention Chair for Tampa 2006 and was the recipient of the Chancellor's Teacher of the Year for 2003-04. She served as TESOL President (2011-2012) and was a member of the TESOL Board of Directors (2010-2013). Christine received the British Council's International Assessment Award for 2013.

**Dr Phil Quirke** is Executive Dean of Education, Higher Colleges of Technology in the UAE. He has been in ELT Leadership positions for fifteen years and has published on areas as diverse as face, action research, appraisal and journaling. His books, *Managing the Language Classroom* and *An Exploration of Teacher Knowledge*, are widely available, and his publication on Reflective Writing is available online.
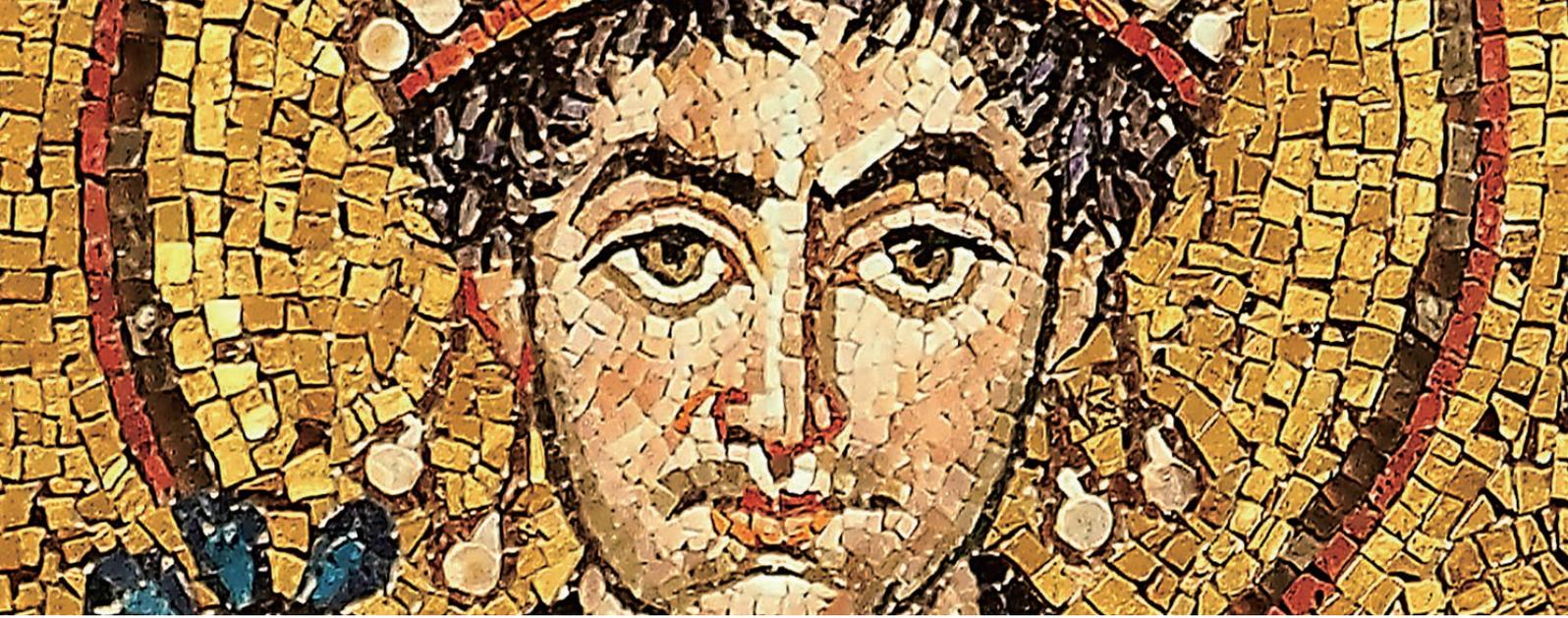
# By Natural Law the Earth Is Held in Common

## Keynote Presentation: Robert J. C. Young

Monday, February 27 | 16:00-16:45 | Room: Room: Amwaj 1

"naturali iure communia sunt omnia haec … terra." – The Institutes of Justinian

If Justinian's Institutes of the sixth century appeared to prescribe and lay down an equal sharing of the earth, today this appears as an ideal, not a reality. Historically innovation and discovery have often worked to unbalance human societies on earth and the power relations between them. In this talk I will consider the ways in which those historical forces continue to influence our actions and how far we need to take them into account when we imagine possibilities for transformation.

**\* \* \***

**Professor Robert J. C. Young** is Julius Silver Professor of English and Comparative Literature at New York University, USA, and Dean of Arts and Humanities at New York University Abu Dhabi, UAE. Before joining NYU in 2005 he was Professor of English and Critical Theory, and a Fellow of Wadham College at the University of Oxford, UK. He has held research or visiting professorships at the University of Hong Kong; Center for Advanced Studies, Ludwig-Maximilians-Universität München, Germany; Monash University, Australia; St John's College, University of Oxford, UK; University of Puerto Rico; and University College, Galway, Ireland. His research interests range across the fields of cultural and political history, literature, philosophy, photography, psychoanalysis and translation studies, with a particular focus on colonial history and postcolonial theory. His books include *White Mythologies* (1990), *Colonial Desire* (1995), *Postcolonialism: An Historical Introduction* (2001), *The Idea of English Ethnicity* (2008), *Empire, Colony, Postcolony* (2015), and, with Jean Khalfa, Frantz Fanon. *Écrits sur l'aliénation et la liberté, Œuvres II* (2015). His work has been translated into over twenty languages, including Arabic, Chinese, Gujarati, Hebrew, Persian, Tamil and Turkish. He is a corresponding Fellow of the British Academy and a Fellow of the Academia Europaea.

# Managing for Innovation and Sustainability: Lessons from the Gulf Region

## Featured Presentation: Virginia Bodolica

### Tuesday, February 28 | 15:30-16:00 | Room: Room: Amwaj 1

The resource-rich countries of the Gulf region have experienced a vertiginous economic growth and unparalleled achievements in infrastructure development over the past decades. Since several Gulf-based nations (particularly Qatar and the United Arab Emirates) attained noteworthy international standings in a short period of time, this presentation aims to uncover the specific sources of regional competitiveness, sustainability and innovation. Drawing upon a globally benchmarked portrait of major economies in the Gulf, I illustrate their recent accomplishments in espousing the principles of the knowledge-based economy and delineate strategic priorities for attaining sustainable development goals. Among the fundamental pillars of regional growth that are emphasized in the presentation are government-led initiatives of investing in local youth to boost their self-motivation and future potential, supporting entrepreneurial undertakings of nationals and resident population, promoting gender equality and women participation in the labor force, fostering the creation of university-based innovation labs to bridge the gap between the industry and educational institutions, and implementing viable corporate governance and social responsibility practices in both publicly-listed firms and privately-held family-run businesses. Based on this in-depth analysis of dynamic characteristics and development drivers in this rapidly growing region in the world, I identify and discuss the key features of Gulf-based organizations that set them apart from other companies in the Middle East.

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**Dr Virginia Bodolica** (PhD – HEC Montreal, Canada) is a professor in the School of Business Administration at the American University of Sharjah, UAE. She teaches in the areas of strategy and innovation, corporate governance, family business and human resource management. Her research interests are related to governance issues in for-profit settings, family-owned enterprises and healthcare institutions, board of directors' dynamics, and the incentive design of executive compensation packages in the context of merger and acquisition transactions. She co-authored a research-driven book entitled *Mergers and Acquisitions and Executive Compensation*, which was recently published as part of the Routledge Studies in Corporate Governance series. Among other journals, Professor Bodolica has published in the *Academy of Management Annals*, *Strategic Organization*, *Journal of Business Research*, *Strategic Management Journal*, *Journal of Business Ethics*, *Management Decision and Health Expectations*. She received a Research and Scholarship Award from the UAE National Research Foundation for her collaborative project on corporate governance arrangements in UAE-based family businesses that culminated in the publication of the practice-oriented book titled *Managing Organizations in the United Arab Emirates: Dynamic Characteristics and Key Economic Developments*. Professor Bodolica assumed consulting roles in private and public organisations and delivered executive education sessions and customised programs to companies in North America, Middle East, and Latin America. Her involvement in professional service activities has earned her two Outstanding Reviewer Awards from the Academy of Management Business Policy and Strategy Division and one Outstanding Reviewer Award from the Academy of Management Healthcare Management Division. She was a Visiting Fellow at the Middle East Centre London School of Economics and Political Science, where she conducted research on corporate governance initiatives in publicly listed and family-run organisations located in the Gulf region.
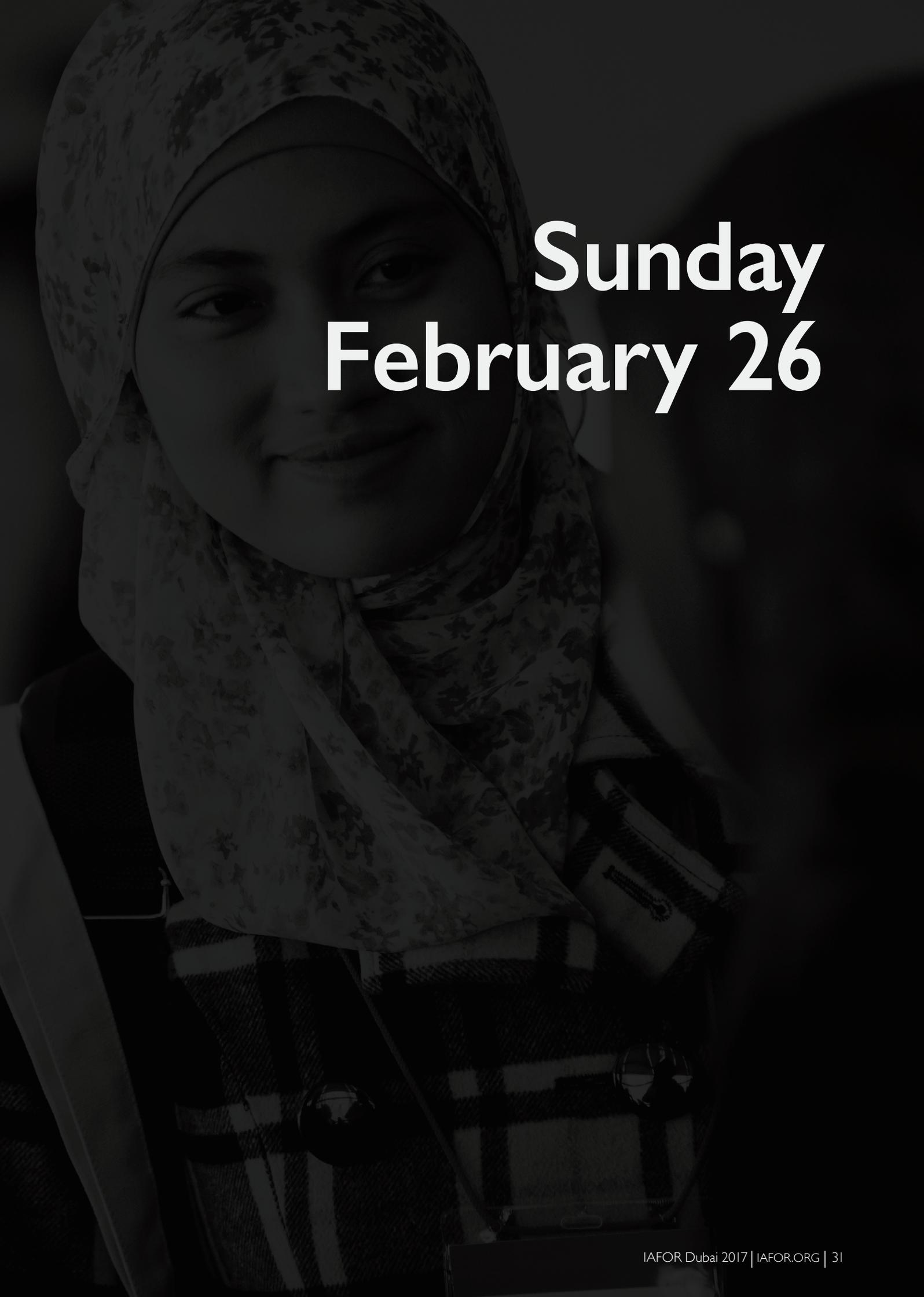
# Sunday
# February 26

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All papers are reviewed equally according to standard peer review processes, regardless of whether or not the authors have attended a related IAFOR conference.
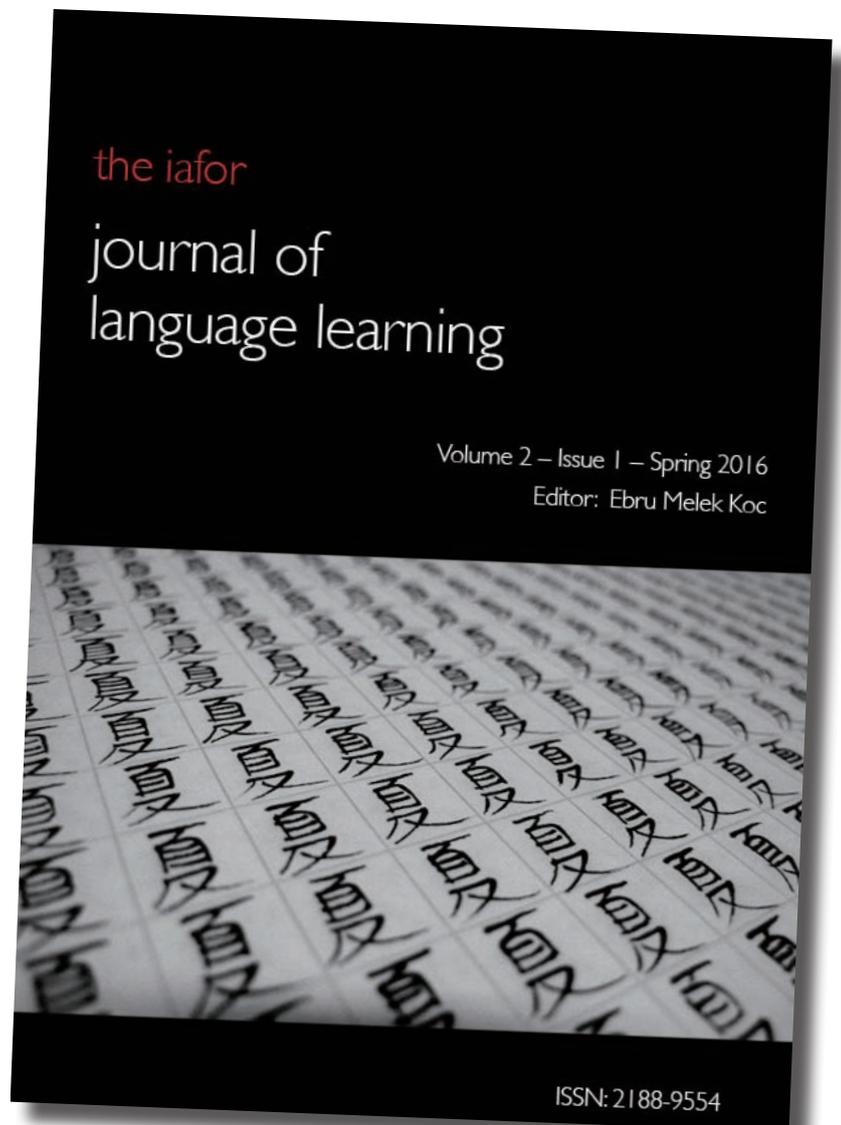
# Sunday Plenary Day
## 09:00-18:15 | Room: Al Baraha

08:15-09:00    Conference Registration | Room: Al Baraha Foyer

**09:00-09:15    Announcements and Welcome Address**
Kiyoshi Mana, Director of International Operations, IAFOR
Joseph Haldane, Chairman & CEO, IAFOR

**09:15-10:00    Keynote Presentation**
*Interdisciplinary Education for Innovation and Change*
Donald E. Hall, Lehigh University, USA & IAFOR

10:00-10:30    Coffee Break

**10:30-11:15    Keynote Presentation**
*Reading: A 21st Century Skill in Higher Education*
Melanie Gobert, Abu Dhabi Men's College, UAE

**11:15-12:00    Keynote Presentation**
*Education: A Supertanker in an Ocean of Change and Innovation*
Christina Gitsaki, Zayed University, UAE

12:00-12:15    IAFOR Documentary Photography Award – 2016 Winners Screening

12:15-13:30    Lunch Break

**13:30-14:00    Featured Presentation**
*EDUCATE to INNOVATE*
Fadi Aloul, American University of Sharjah, UAE

**14:05-14:35    Featured Presentation**
*Leadership Skills and Styles for Successful Administrators*
Sufian Abu-Rmaileh, UAE University, UAE

**14:40-15:10    Featured Presentation**
*Effective Mentoring in an Educational Context*
Mohamed Azaza, ADNOC Technical Institute, UAE

**15:10-16:15    Featured Panel Presentation**
*The Challenges of Doing Research and Creative Activity in the Humanities and Cultural Studies Today*
Donald E. Hall, Lehigh University, USA & IAFOR
Said M. Faiq, American University of Sharjah, UAE
Joseph Haldane, IAFOR

**16:15-17:15    Conference Poster Session & Coffee Break**

**17:15-18:15    Featured Presentation**
*How the Most Productive TESOLers "Fit It All In"*
Phil Quirke, Higher Colleges of Technology, UAE
Christine Coombe, Dubai Men's College, UAE

**18:30-20:00    Welcome Reception | Location: Leisure Deck**
Join fellow delegates for a drink or two at the Welcome Reception. All registered presenters and audience members
are very welcome to attend.

# Sunday Poster Session

## 16:15-17:15 | Room: Al Baraha

**32988 | Room: Al Baraha**
*Painted Identity: Womanhood in Indian Miniature Paintings*
Ameeta Singh, Barkatullah University, India

The main aim of the study is to analyse and rediscover the representation and identity of medieval women in various roles. This study seeks to use new source material and explores art and artifacts, like manuscripts and miniature paintings, which gives us important information to evaluate the role of medieval women in different domains of Medieval Indian society. The total interpretation of Indian women through the miniature paintings gives a complete picture of these women in medieval era. These illustrative manuscripts can be analyzed under the different historical melodies, which highlight the women in different realms of femininity within and outside the Zanana (royal-domestic establishments). This study focuses on female representations in art history and rediscovers the historical identity of forgotten women. Through the study of miniatures the women's history can be approached in a different way and identifies the real place of women in the past, giving a different perspective of women's history. India has an ancient tradition of keeping sacred records in the form of miniature paintings and manuscripts that sketched the social and cultural life of this period. Woman is the main focus of these miniature paintings in various areas of feminist history. This research helps in extending the frontiers of historical knowledge and our understanding about femininity in various historical eras, and highlights the Indian medieval women as depicted in paintings as symbols of beauty, pleasure and historical personalities.

**34242 | Room: Al Baraha**
*Developing Intercultural Worldview On Board*
Haruko Ishii, Hokkai-Gakuen University, Japan

The Ship for World Youth (SWY) program, operated by the Cabinet Office, Government of Japan, is a program that involves youth from 18 to 30 years of age from Japan and countries around the world. It aims to promote cross-cultural understanding and international cooperation among 220 young people from 11 countries by exchanging knowledge and experiences and developing their leadership skills through open dialogue and practical learning activities while they live on board for 40 days. The SWY program has been administered for the past 28 years, but objective evaluations on educational effect have not been fully implemented. This study examines current intercultural communication theories in onboard practices as well as giving some aspects of participants' development of cross-cultural sensitivity using the Intercultural Development Inventory (IDI) (Hammer, 2013). It also examines the idea of "situated learning" by Jean Lave and Étienne Wenger (1991) where the participants of the programme have to maximise their learning environment. The results of IDI and interviews showed the participants' growth in cultural acceptance as well as their struggles with intercultural interaction in a unique closed environment; limited space, time pressures, different languages and behaviours, and no "target culture" to which to adjust were some of the challenges. This poster presentation poses questions of how we, educators, should prepare young people for the "change" in their intercultural learning.

**34258 | Room: Al Baraha**
*Assessment of Results in Teaching of Control Systems Course in the Perspective of Gender*
Addy Wahyudie, UAE University, UAE

This paper discusses the assessment of results in teaching the course of Control Systems in the Department of Electrical Engineering at United Arab Emirates University (UAE-U). In this university, there is segregation in the delivering of teaching in the class between female and male students. It means that for one course the instructor needs to open two sections of the class, therefore doubling all efforts for delivering the course. This brings a unique experience on comparing the assessment results for the same course based on gender perspectives. Assessment results of years are presented. The attainment of the students was evaluated based on ABET criteria. We also presented the methodology to evaluate assessment tools. Finally, the results were compared for both classes.

**34792 | Room: Al Baraha**
*The Role of Active Play in the Development of Children's Physical Well-Being in the Foundation Phase*
Shonisani Agnes Mulovhedzi, University of Venda, South Africa

Play is part of every child's life and is an activity that has few obligations and little discipline. This study is aimed at exploring the role of active play for the development of body health in the Foundation Phase of children. The study will offer an overview and purpose of how development of active play during physical activities is explored as play contributes a great deal to the child's physical appearance, cognitive, social and personality. The study adopted a qualitative case study design in which a purposeful sample of twenty Foundation Phase teachers participated. Open-ended questionnaires were used as the main and sole data collection tool. The study found that though the role of active play is a serious activity and is central to child health development in the Foundation Phase, due to inadequate space, some teachers did not engage children in play activity and kept them in the classroom. There were gaps that emerged from questionnaires that need to be addressed. Some teachers felt excited to engage children in active play as it is a major component of developing body health. The study concluded that in some schools there were no resources or not enough space that teachers could use to engage children in active play.

# Sunday Poster Session

## 16:15-17:15 | Room: Al Baraha

**35327 | Room: Al Baraha**
*The Visibility of the Literary Translator*
Eunkyoung Choi, Hankuk University of Foreign Studies, South Korea

Translation is essential when one culture introduces its literary work to another. This paper explores the increased visibility of the literary translator in Korea since The Vegetarian won the 2016 Man Booker International Prize. The prize shared the award between the author and translator and a lot of media attention has been centered on the British translator, Deborah Smith. This phenomenon gives impetus for changing not only discourses on translation in general but also perspectives on the role and status of the literary translator. This study will particularly highlight the shifting perspectives on translators within the framework of the translator's invisibility (Venuti 1995). The Vegetarian was translated by a British aspiring writer who was monolingual only a few years ago and recently became a Korean-English translator. The recent critical success of the book has dramatically shifted perspectives on the previously lesser-acknowledged profession of literary translation. Literary translators, including Deborah Smith, have received tremendous attention from the mainstream press. They have been overwhelmed with requests for interviews and have had several occasions to comment on their work. Furthermore, they have started to play a key role in the globalization of Korean literature not only by taking a more visible role in the media but also by playing an active part in selecting source texts for translation. This study will examine the greater visibility of literary translators and their increasing role through content analysis of Korean news articles and press materials related to translation in the year 2016.

**35328 | Room: Al Baraha**
*Re-editing and Reformulating Cultural Contents for Localization of Website/Mobile App*
Lira Park, Hankuk University of Foreign Studies, South Korea

Nowadays in Korea, most information is provided through the internet, thanks to the country's rapidly advancing web and mobile app environment. Printed books are not only digitized into e-book formats but are also re-edited and condensed to be viewed on mobile platforms. As for translation of the information, most public institutions in Korea have favored an original source text-centered translation; however, with the recognition of the importance of translation for promotional purposes, more institutions provide translation instructions based on intention, function and intended users of the texts to be translated. This study examines how a text rich in cultural contents was translated and re-edited from a Korean-language printed book into an English-language web-text; and proposes a translation strategy applicable for the translation of cultural contents from printed books to online and mobile platforms. The localization project for the website of the Encyclopedia of Korean Folk Culture by the National Folk Museum of Korea was carefully planned from the beginning based on the specific instructions defining its intention, function and intended users. The Museum re-edited the original Korean text and reformulated a separate source text for translation in two ways: reformulation of text and reformulation of information. The texts were reformulated by summarizing, omitting, and deleting ST; creating new sentences or paragraphs; changing location of sentences or paragraphs; reformulating texts through creating new entry words. And the information was reformulated by adding detailed information; simplifying and generalizing information; clarifying information.

# Sunday Featured Session

## 17:15-18:15 | Room: Al Baraha

*How the Most Productive TESOLers "Fit It All In"*
Phil Quirke, Higher Colleges of Technology, UAE
Christine Coombe, Dubai Men's College, UAE

Ever feel like you're just not getting enough done? If so, you're like many TESOLers around the world. Research shows that on average people are only productive 3 days a week. The purpose of this session is to share the results of a research project investigating how the most productive TESOLers "Fit it all in" and attain the ever elusive work-life balance. It doesn't matter what you do or where you work, everyone is looking for ways to be more productive on the job and in life. In this session, the presenters will share some recent research on how productive TESOLers seem to fit it all in. For the purposes of this research we define a productive TESOLer as one who holds down a job, engages in teaching, does research, presents at and organizes conferences and events, and publishes and does so with what we consider good work-life balance. This presentation will have two parts. In the first part, the presenters will first define "productivity" and elicit what characterizes a productive day for most teachers. They will then present certain issues that cause teacher productivity to decline. In a general review of the literature, the characteristics of highly-productive people will be discussed and the presenters will share strategies for improving personal and professional productivity and attaining better work life balance. The second part of the presentation will report on a research project that investigated the beliefs and practices of extremely productive English language teachers.

# Welcome Reception

## 18:30-20:00 | Location: Leisure Deck

Join fellow delegates for a drink or two at the Welcome Reception. This is a great opportunity to network and get to know other delegates. All registered presenters and audience are very welcome to attend.

Admission is included as part of your registration fee.
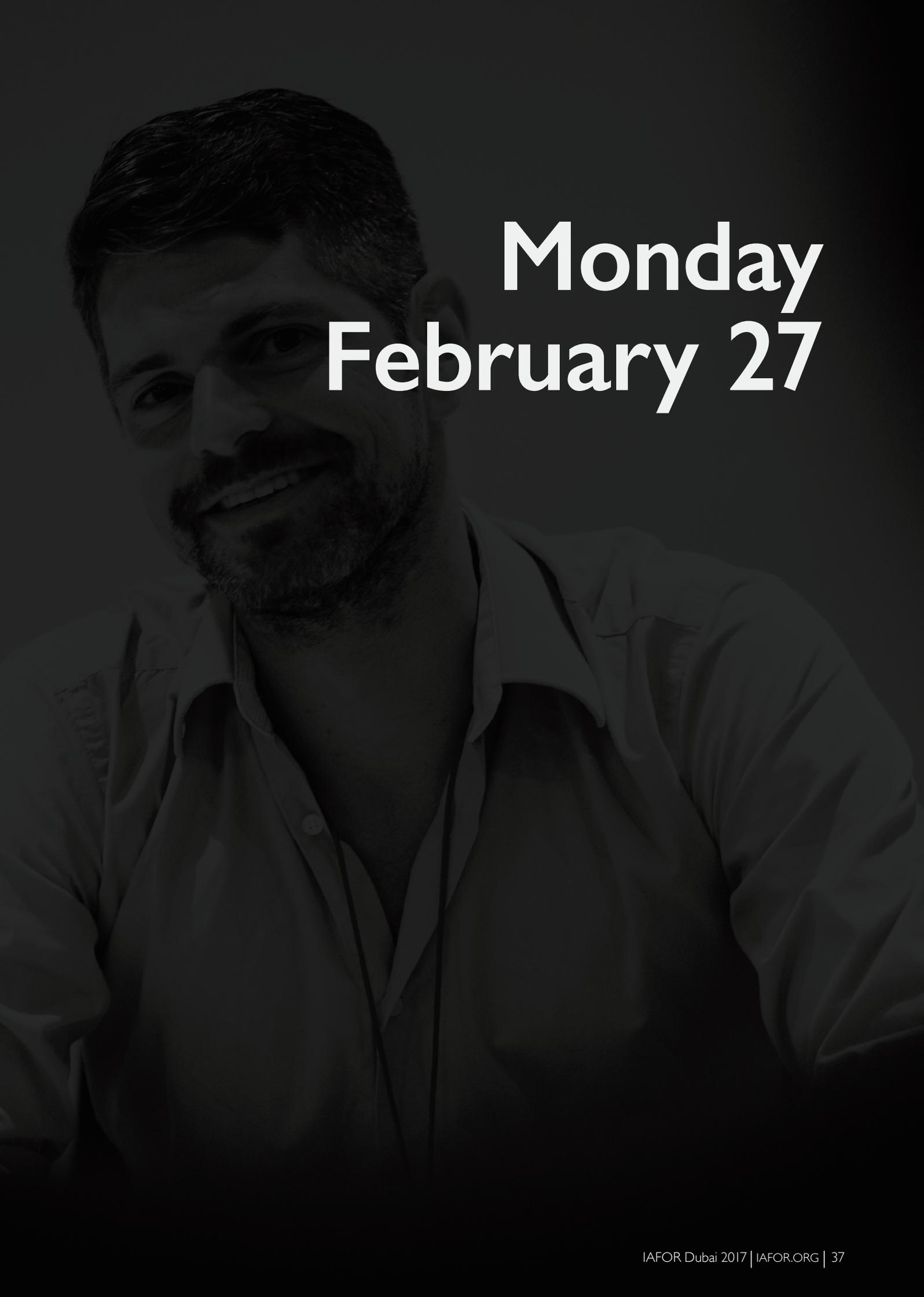
# Monday
# February 27

# Monday Session I

## 09:00-10:30 | Room: Al Waha

**34017    09:00-09:30 | Room: Al Waha**
*Separated Spaces:  A Trans-Disciplinary Approach for Social Science Research*
Aleya James, Dubai Women's College, UAE

The conference theme questions how teachers can function effectively in uncertain environments. One manifestation of uncertainty concerns the case of expatriate teaching faculty in federal Higher Education Institutions (HEIs) in the UAE vis-à-vis their students who are exclusively UAE nationals. Due to the socio-political context, cultural mores and linguistic differences, expatriates and local citizens have limited interconnecting/overlapping experiences, and generally live separate/parallel existences. Thus, in federal HEIs uncertainty arises in the interstices between student and faculty worldviews. This paper outlines a methodological pathway to unlock and gain access to student subjectivity through visual methodologies based around spatial practices. Spatial technologies are the material representation of separated existences, thus investigating spatial practice is a productive way to research everyday understandings/experiences. Research of this kind adds to educators' understandings of students' lived experience, informs academic practice and allows faculty to tailor their pedagogical praxis to complement students' educational experiences. The research presented has been undertaken as part of a trans-disciplinary doctoral study investigating the daily lives of UAE national female students in Dubai. It draws from the  literature on gender, space and affect in the field of cultural geography and cultural studies. Salient visual methodological tools will be shown and examples of data elicited will be shared. The ways in which the research has helped to alleviate uncertainty in the teaching context will be explored. The presentations ends with suggestions on how this methodological process could be transferred to other research contexts.

**35261    09:30-10:00 | Room: Al Waha**
*Future Indian Citizens' Position of  Intention Towards Nuclear Power Plants Influenced by Beliefs and Understanding: An Intervention Study*
Dinesh Narayana Kurup, Jawahar Navodaya Vidyalaya, India
Celine Perriera, Mahatma Gandhi University, India
Veena Mackil, Bharathiar University, India

Nuclear energy is considered as a future sustainable energy resource in the power-hungry and fast-developing Indian economy. Public understanding of advantages and disadvantages of nuclear power is a key for governments to make informed decisions and actions. Too, there are propaganda, misconceptions and politics for and against installing nuclear power plants in India. This study is conducted among 100 students (age group of 13-14)  from different types of schools  in their last years of secondary schooling, considered as future Indian citizens. Study specifically looked at their beliefs, understandings and intentions about having nuclear power. This research used a design-based research method and focused on what beliefs, understanding and intentions future citizens have towards generating power from nuclear power, and to what extend a 5E model intervention programme can influence it. The questionnaire used was based on theory of reasoned action and the structured intervention lessons used the 5E instructional model as a framework. The data analysed qualitatively and quantitatively, and the qualitative data were coded into categories based on responses. These responses to beliefs, understanding and intentions were analysed to show their inter-relationships using the Structural Equation Model (SEM). Overall findings indicate that before the intervention future citizens had misconceptions. The study showed a shift in their position after the intervention. The data analysis using SEM showed that there is considerable change in their beliefs, understandings and intentions and the changes are not unique in all cases. Differences depended on the type of institutions.

**34274    10:00-10:30 | Room: Al Waha**
*Public Relations Education in an Arab/Islamic Context*
Mustafa Taha, American University of Sharjah, UAE

Numerous scholars consider the discipline of public relations a western construct, infused with classic Greek rhetoric and Judeo-Christian tradition. In fact, public relations education in many Arab and Islamic countries continues to be based on Anglo-Saxon concepts and knowledge generated by US–UK scholars. A number of critical scholars have referred to the need to address issues pertaining to public relations ethnocentricity, and recommended replacing it with global perspectives in terms of culture and identity. The present public relations education and multinational corporations are change agents aimed at reshaping public relations practices in host countries with a view of creating liberal political governments, securing cheap raw material/labor, and new markets. Public relations ethics in Arab and Islamic countries did not capture adequate scholarly interests. The focus of this paper is to highlight public relations ethics in an Arab/Islamic context. Ethics is of paramount importance at this historical moment because it helps redefine the role of public relations practices at a time when most of the countries in the region are facing insurmountable political, economic and nation-building problems.

# Monday Session I

## 09:00-10:00 | Room: Al Khayma

Monday Session I: 09:00-10:00
Room: Al Khayma
Education: Learning, Teaching & Educational Structures
Session Chair: Yvonne Masters

**34272     09:00-09:30 | Room: Al Khayma**
*Converging the Curriculum Designers' Intentions into a Foreign Language Classroom*
Nobue Tanaka-Ellis, Tokai University, Japan

This research analyses how a foreign language class was constructed from two different perspectives: 1) how the curriculum shaped the class under study (macro-level analysis); and 2) how the environment formed the class (micro-level analysis). In my previous study, two English for Specific Purposes (ESP) classes for Japanese science and engineering undergraduate students taught in two different environments (a computer room and a traditional classroom) were compared in terms of differences in on-task behaviours that were influenced by the learning environment, with an emphasis on the roles of computers. The results showed that computers facilitated learners to gather information they needed for conducting a collaborative task; however, the time that they used for target language interaction was very limited because they had a tendency to work individually on their computers. In this study, drawing from a Actor-Network Theory point of view, each of the human actors (i.e. students, the teacher) and non-human actors (i.e. computers, syllabus) were mapped to make the connections and influence they had between them more apparent at two different levels – a curriculum level and a class level. These maps showed that the blueprint of course goals that the curriculum designers laid out was altered both by the teacher and the students due to the presence of computers.

**34465     09:30-10:00 | Room: Al Khayma**
*The Flipped Experience: Perspectives on Using Mobile Learning Tools for Grammar Instruction*
Zeina Hojeij, Zayed University, UAE
Pinar Ozdemir Ayber, Zayed University, UAE

There is limited research on the practices, opportunities and quality of instruction in flipped classrooms, and on the role of the teaching faculty as well as the learners in these types of classes. This presentation will highlight the results of a research project addressing the effectiveness of flipped grammar classrooms using mobile technology. It will suggest alternative ways of employing mobile learning tools to address time constraints and mixed student abilities in classes. In addition, it will identify the changing role of the teacher and the learner and suggest appropriate variations to the traditional classroom setting. Mention will also be made of  the current necessity in education to use various digital tools and  mobile resources and to also develop  need-based e-content materials. It is hoped that this presentation, which intends to make use of mobile learning resources, will provide sufficient input for participants to reflect on ways they can incorporate mobile technology tools into their lessons in order to promote student autonomy and accountability. Practical tips and ideas will be shared with the participants on various mobile technologies that are used in this research project, such as ibooks, widgets and web-based programs that can bring alternative approaches to teaching in classes.

# IAAB Spotlight Session

## 10:00-10:30 | Room: Al Khayma

**34294**
*PST Online: Catering to a Changing Educational Landscape Through Enhanced Teacher Education*
Yvonne Masters, University of New England, Australia
Sue Gregory, University of New England, Australia
Stephen Grono, University of New England, Australia

Change is constant, particularly in education; the crucial element is to embrace those changes that can lead to improved outcomes for students. Virtual schools, often wholly online with no physical space, are assisting students who might otherwise be restricted in their educational opportunities to access education in new ways in order to achieve better outcomes. These students include rural students, those in hospitals, those imprisoned and those from highly mobile families such as the military. Teaching has been augmented for a long time by technology, and pre-service teachers required a new range of skills to meet this change. While teaching "with" technology is currently addressed in Australian higher education institutions, the different techniques required to teach solely online, where some students may be in the same space as each other or the teacher, but the majority will not, are not part of the teacher education courses. PST Online is a website developed to assist both pre-service and in-service teachers to gain an understanding of virtual teaching and the requisite skills for this form of education delivery. In this presentation the conceptual underpinning of the need for changes in teacher education will be considered. The perceptions of pre-service teachers in terms of their preparedness for virtual teaching, ascertained through a survey, will then be presented, followed by a description of the development of the PST Online website, a repository of online resources that are part of a funded project.

# Monday Session I

## 09:00-10:30 | Room: Al Majlis

**Monday Session I: 09:00-10:30**
**Room: Al Majlis**
**Humanities: Teaching & Learning**
**Session Chair: Mohanalakshmi Rajakumar**
**Discussant: Magdalena Rostron**

**35517     09:00-09:30 | Room: Al Majlis**
*American Education in Global Contexts*
Tanya Kane, Qatar University, Qatar
Mohanalakshmi Rajakumar, VCUQatar, Qatar
Inas Mahfouz, American University of Kuwait, Kuwait
Angelica Maria De Angelis, American University of Kuwait, Kuwait
Magdalena Rostron, Academic Bridge Program, Qatar

The globalization of American-style higher education is an emerging field of study. The discussion in this symposium will contribute to the scholarship on the project of implementing and expanding US-influenced curricula in the Middle East. Many of the branch campus projects are only a decade old; the scholars and teachers working there are immersed in the business of establishing new academic traditions. This is a liminal moment in the translation and development of higher education worldwide that needs to be captured. What are the challenges, opportunities and considerations faculty encounter in classrooms in the Middle East? How do faculty translate western higher educational principles in new contexts? Projects like the multiversity international branch campuses of Education City, in Doha, Qatar, demonstrate the interest of foreign governments in western education and training. Other collaborations, like the Yale National University of Singapore College, demonstrate a nationalistic approach, where the nation's premiere university maintains as high a profile as the invited collaborator. Such a wide range in mission and matriculation of students deserves further study. We propose to open the conversation about the complex teaching and learning environment of American-style education in a global context. Contributions will include case studies, pedagogical interventions and reflections from faculty based at branch campuses in Kuwait, Lebanon and Qatar.

# Monday Session I
## 09:00-10:30 | Room: Al Rimal

Monday Session I: 09:00-10:30
Room: Al Rimal
Language Learning: Language Development
Session Chair: Brigita Bosnar-Valkovic

**35116      09:00-09:30 | Room: Al Rimal**
*The Role of Early Intervention in Language Learning in Children with Down Syndrome*
Humera Aftab Sheikh, Capital University of Science and Technology, Pakistan

Down syndrome is a chromosomal condition where instead of the usual 46 chromosomes in each cell there are 47 chromosomes present. That extra partial or whole copy of chromosome 21 results in the characteristics associated with Down syndrome. This additional genetic material alters the course of development and causes the characteristics associated with Down syndrome. The apparent characteristic is special facial and other physical features, and varying degrees of cognitive delays, from very mild to severe. This delay is always evident in learning. Along with other areas, early language development in children with Down syndrome is delayed by 8-9 months on average when compared with normally developing children. They achieve their all milestones, including language development, but at a slow pace. One way of enhancing early language development in these children is giving them maximum exposure to language. The basic objective of this study was to prove that a deliberate early intervention by the parents and the family can help a child with Down syndrome to develop language at a good pace. To test this hypothesis, a longitudinal study of two children with Down syndrome was undertaken. One of them was brought up following Vygotsky's sociocultural theory of language development. The other was brought up in less social and interactive environments. The result of this study supported the idea that early intervention by the parents and family can produce positive results.

**34257      09:30-10:00 | Room: Al Rimal**
*Comprehension Skills of L2 Collocations: How Accurately, Fluently and Confidently Do Japanese Advanced Learners of English Understand Collocational Meanings?*
Kazuko Matsuno, Shizuoka University, Japan

The purpose of this study is to examine how accurately, fluently and confidently L2 learners interpret collocations. It is difficult for learners to produce collocations properly and even advanced learners tend to choose unnatural words when they produce incongruent collocations (Howarth, 1998; Nesselhauf, 2005). On the other hand, the way L2 learners comprehend the meanings of collocations has not been sufficiently demonstrated. The present study, therefore, investigated the comprehension skills of L2 collocations from the above three perspectives. This study conducted a translation test with video recording time measurements and questionnaires. The participants were thirty Japanese learners of English, all of whom scored higher than 730 on the TOEIC. The results indicated that 24.74% of collocations were incorrectly understood by Japanese advanced learners. In addition, excepting memorized units, the more metaphorically the words, which constitute collocations, were utilized, the lower the accuracy rate was. The average speed for understanding collocations was 1668.91 milliseconds. The speed was segregated into memorized units with faster speed and unknown units with slower speed. The mean assurance rating for collocations was 3.97 and that of free combinations was 4.51. Regarding collocation, the correlation between accuracy and fluency, that of accuracy and assurance, and that of fluency and assurance were all positive. This study concluded that it is difficult for even advanced learners to understand the incongruently metaphoric collocations accurately, fluently and confidently when they have not learned these collocations as units but are required to extract the meanings of them from each single word.

**33750      10:00-10:30 | Room: Al Rimal**
*Beneficial Aspect of Code-Switching in a Trilingual Language Classroom*
Brigita Bosnar-Valkovic, Faculty of Tourism and Hospitality Management, Croatia

Code-switching has been chosen for the subject of this study in order to present its beneficial aspect in a trilingual language classroom. In this study the investigated learning situation deals with linguistic code-switching in third language teaching of German. The study attempts to emphasize and describe the most remarkable features of code-switching as a strategy in learning a foreign language and at the same time it tries to identify the functions of code-switching and their beneficial aspect. The present study constitutes a small-scale research on code-switching that sets out from a series of recordings taken on a weekly basis during two hours of German classes in the summer term of 2014. The recordings present the classroom interaction between a Croatian German teacher and third year undergraduate students in the beginner trilingual language classroom. The recorded material and the student's book *Deutsch im Tourismus 1*, by N. Blazevic, served as a basis for a detailed analysis of the patterns of code-switching among German, English and Croatian. The analysis of various kinds of code-switching in a trilingual language situation has clearly shown that the teaching situation affects the code-switching-patterns in some respects. Although very preliminary, the study has highlighted the beneficial aspect that code-switching and may have not only in teacher–learner interaction in the foreign language classroom, but also in foreign language learning generally.

# Monday Session I

## 09:00-10:30 | Room: Amwaj 1

**Monday Session I: 09:00-10:30**
**Room: Amwaj 1**
**Politics & Society**
**Session Chair: Kellina Craig-Henderson**

**31174     09:00-09:30 | Room: Amwaj 1**
*Boko Haram Insurgency and the Specter of Female Suicide Bombers in Nigeria*
Azeez Olaniyan, Ekiti State University, Nigeria

The encounters between Boko Haram and the Nigerian state have been largely nightmarish and calamitous, making it one of the most talked about phenomena in recent times. The violent activities of Boko Haram constitute a major disruption to the Nigerian state, especially in its task of achieving peace and development. Apart from persistent threats to the peace, stability and developmental aspirations of the country, Boko Haram has also wreaked an unimaginably high level of damage on the country's social fabrics. One such instance is the sending of young female suicide bombers to unsuspecting members of the public, with tales of death, destruction, displacement, sorrows and tears as consequences. Apparently using indoctrination and exploiting the innocence of underage girls, Boko Haram terrorists have inadvertently introduced a dangerous dimension to their violent operations. Indeed, resorting to exploiting the innocence of young girls for nefarious activities constitutes an affront on the shared social, cultural and religious values of the Nigerian people. And this raises some pertinent questions: what accounts for the Boko Haram insurgency in the first instance? What led to the use of young girls for suicide bombings? How do they source the girls? What are the implications of this trend on Nigerian society? What can be done? This paper seeks to interrogate the foregoing questions and by so doing contributes to the discourse on the various dimensions to the Boko Haram insurgency and the implications for shared societal values, peace, orderliness and development in Nigeria and her immediate neighbors.

**33687     09:30-10:00 | Room: Amwaj 1**
*Blacks and Whites Who Take Flight: Examining the Social Psychology of Group Differences in Decisions to Leave America*
Kellina Craig-Henderson, Independent Researcher, USA

At various times in the last two centuries, much attention has focused on migration patterns to the United States. Yet, there has been far less scholarly focus on the patterns of emigration from the United States. Indeed, apart from government estimates reflected in passport processing, little is actually known about the Americans who move away from the United States. This study sheds light on the social psychology of expatriation for Americans who have left the United States. In-depth interviews were conducted with a sample of Americans who reported leaving the United States for work, love, the desire to travel and beyond. These interview responses were in turn supplemented by survey responses to an online survey. Whether or not those interviewed differed as a function of demographic attributes was systematically examined among other things.  Preliminary results reveal differences between Blacks and Whites in reported ease in adjustment, as well as differences in identity maintenance. Findings are discussed in terms of majority/minority status and acculturation processes.

**33914     10:00-10:30 | Room: Amwaj 1**
*Mitigation of the Impact of Father Imprisonment on the Family: A Study of Social Work Intervention Strategies in the Nkonkobe Local Municipality*
Pius Tanga, University of Fort Hare, South Africa
Akhona Tshaka, University of Fort Hare, South Africa

The South African population is highly populated by single-mothered families. Fatherlessness has emerged as one of the greatest social problems, especially as children who grow up in families with absent fathers suffer lasting damage. The aim of this study was to examine the impact of fathers' imprisonment on the functioning of the family and social work interventions to mitigate this impact. Data was collected through the use of questionnaires and in-depth interviews. This study employed three sampling strategies: namely multi-stage sampling and purposive sampling as well as snow-ball sampling. The sample was made up of 65 members of families whose father is in prison or had been to prison and 15 social work officials. Findings revealed that father imprisonment has negative impact that causes dysfunctional families. The negative impact was caused by loss of the father figure and provider, inequality and stigmatisation against family members. Findings from social work officials revealed some service-based interventions to mollify family dysfunction. The majority of families were provided services by social workers through offender re-integration. However, the findings reveal that resources are limited to enhance the provision of adequate and better psychosocial support to the affected families in order to alleviate the undesirable impact of absent fathers. Also, there is lack of unawareness of family interventions services by affected families. There is therefore a compelling case for implementing policies that will enable dysfunctional families with fathers imprisoned to have adequate access to psychosocial support services. It was recommended that the social welfare system should also be strengthened by embarking on enlightenment programmes that create awareness about family-based interventions for dysfunctional families with fathers in prison.

# Monday Session II

## 10:45-12:15 | Room: Al Waha

**Monday Session II: 10:45-12:15**
**Room: Al Waha**
**Educational Policy, Leadership, Management & Administration**
**Session Chair: Austeja Landsbergiene**

**35344 10:45-11:15 | Room: Al Waha**
*Leading Internationally, Serving Locally*
Mary Ellen Kelly, University of Toronto, Canada

The twenty-first century has been described as a century of rapid technological development and global communication, creating a growing knowledge economy that is driving the importance of education on a global scale. These global developments have created a growing demand for international schools, which has also created a demand for educational leaders to manage and lead these schools. What kind of school leadership is needed to respond to the learning needs of twenty-first-century learners? How are educational leaders, many coming from national education systems, prepared for leadership in an international context? The focus of my research is to provide some answers to these questions through a comparative study of educational leadership in a national context to leadership in an international context. The purpose of my research is to add to the fledgling body of work on leadership in intercultural contexts and inform the development of a leadership framework to support educational leaders working in international contexts. The methodological approach for my research is a mixed-method approach involving a comparison of education leadership nationally and internationally, and survey and case study research based on a constructivist and phenomenological perspective that gets at the subjective understandings of individual experience and nuanced concepts of culture and societies. The conference paper I will be presenting will provide findings from a literature review, anecdotal information from my own personal experiences, making the case for the urgent need for further research and the development of a culturally responsive leadership framework.

**34617 11:15-11:45 | Room: Al Waha**
*An Innovative Approach to Student Support System*
Mutassim Awadallah, Academic Bridge Program (Member of Qatar Foundation), Qatar

This session introduces participants to a technology-assisted system to providing student support. The system was developed and used at the Academic Bridge Program (Member of Qatar Foundation) over three years and continues to be expanded and modified. The system identifies students who would benefit from some sort of intervention, identifies the difficulty that the student is encountering, and then refers the student's case to the relevant member of the faculty/staff. The system guides staff/faculty on how to follow up with the student and allows that follow-up to be recorded. The system provides mechanisms for tracking the student's success and the success of the intervention. The system was developed using MS Access and VBA. If sufficient progress is not made, the system provides the means for further follow-up. The basic idea of the system is that that those closest to the student and the issue first try to help the student. If those closest to the student and the issue are not successful after several interventions, then the issue is escalated to the advisor, the department head, and then the relevant senior administrators. The system is a real-life experience and it is NOT a case study. The system provides an example of how technology can be used to help monitor students and student support in ways that would otherwise be difficult to follow in real time and to provide a streamlined way of communicating effectively with others. This software is for education purpose ONLY.

**35342 11:45-12:15 | Room: Al Waha**
*Beginning Teachers' Retention: Can Mentoring Help?*
Austeja Landsbergiene, Queen Morta School, Lithuania

Teaching has always been more than just a profession – it's a way of life. We have talked so much about calling to be a teacher that sometimes it appears to have become a cliché. In Lithuania, for example, we hear about the highly motivated teachers in Finland and therefore associate good PISA results and teacher retention with teacher motivation. But is it really so simple? Within our organisation we have observed that there is a very big difference between a motivated and an unmotivated beginning teacher. On the other hand, we have also observed that many young motivated teachers after three or four months experience "Fullan's dip", or a burnout, where they become highly unmotivated and discouraged. All in all, oftentimes both motivated AND unmotivated young teachers leave the profession during the first year. Therefore, we have started a mentorship and group (pair) planning sessions in order to retain young professionals and to help them through the period when they feel demotivated and discouraged. We have also distinguished what are the most common enthusiasm and motivation "killers" and collect stories from more experienced teachers to share in order to keep up the motivation of the beginners. During my presentation, I will share what we have done in order to mentor and to retain young professionals in our organisation and how it could be applied in any educational setting. I believe that it benefits everybody's success and professionalism.

# Monday Session II

## 10:45-12:15 | Room: Al Khayma

**34103     10:45-11:15 | Room: Al Khayma**

*Challenges of a Scientist Within the Intellectual Leadership in Higher Education*

Vilma Zydziunaite, Vytautas Magnus University, Lithuania
Vaida Jurgile, Vytautas Magnus University, Lithuania
Ilona Tandzegolskiene, Vytautas Magnus University, Lithuania

The intellectual leadership is the scope of challenging processes regarding developing, designing, creating, defining, ensuring, critiquing, teaching, instructing, researching, mentoring, enabling questioning, generating, envisioning, advocating, encouraging, re-imagining, managing, representing, counseling, achieving, evaluating, acting, providing. The aim: to describe how scientists describe the experience of challenges through the intellectual leadership in higher education. The research question: "What are the challenges of scientist's intellectual leadership in higher education?" The Constructivist Grounded theory (Charmaz, 2011, 2012, 2014) was applied in the study. The qualitative data were analyzed by implementing initial, focused, axial and theoretical coding according to Charmaz (2012, 2014). The sample consisted of 39 scientists from 10 higher education schools of Lithuania. The theoretical sampling was applied to choose the research participants. Findings: Scientists meet challenges in their activities within higher education. This experience includes the following aspects: unmet expectations, isolation of science and practice, developing a research activity for the reward, running down the scientist's potential, overshadowing scientific work by pedagogical activities, hindering scientific activities by work overload, lacking financial resources, lacking motivation for cooperation among academicians, avoiding timely fulfilment of responsibilities, maintaining reputation of international research teams, and losing the mission of the science by serving the employer. Conclusions: For scientists the intellectual leadership covers the wide range of aspects in association to their roles at the university and/or college. The general components of experienced challenges within the intellectual leadership in higher education refer to ideas, values, understandings, solutions, beliefs, visions, knowledge, approaches, purposes and actions.

**33967     11:15-11:45 | Room: Al Khayma**

*Access to Higher Education: Does Distance Impact Students' Intentions to Attend University?*

Grant Cooper, RMIT University, Australia

The purpose of this study was to investigate if net of other factors, distance was a predictor of students' intentions to study at university. The Longitudinal Study of Australian Youth (LSAY) data indicated that geographical location in Australia significantly predicts students' intentions to attend university. Provincial students were significantly less likely to report intent to study at university when compared to metropolitan students. Moreover, remote students were even less significantly likely to report an intention to go to university as students in the metro category. As distance increases, the likelihood of students reporting intent to study at university decreases. Students from regional and rural Australia face a number of barriers preventing them from accessing higher education. Increased access to higher education in regional and rural Australia is one component of a multi-faceted approach to tackling the barriers that commonly impact students' participation.

**34102     11:45-12:15 | Room: Al Khayma**

*Self-Identity of a Scientist with the Role of Intellectual Leader in Higher Education*

Vilma Zydziunaite, Vytautas Magnus University, Lithuania
Vaida Jurgile, Vytautas Magnus University, Lithuania

The intellectual leadership is a process in which new forms of knowledge are generated contextually (Stevenson, 2012). The aim: to describe how scientists construct their self-identity with the role of intellectual leader in higher education. The research question: "What aspects are associated with the scientist's intellectual leadership in higher education?" The Constructivist Grounded theory (Charmaz, 2011, 2012, 2014) as the methodology and method was applied in the study. The qualitative data were analyzed by implementing initial, focused, axial and theoretical coding according to Charmaz (2012, 2014). The sample consisted of 39 scientists from 10 higher education schools of Lithuania. The theoretical sampling was applied to choose the research participants for the research study. Findings revealed that self-identity of a scientist within the role of intellectual leader in higher education is acknowledged through the following aspects: respect of peers; participation in discussions about science policy; combining the expert judgment and generating the innovative ideas; discovering personal "I" in the higher education school; contributing to the development of researchers and students; learning through cooperation; searching for meaning in research performance; performing everyday-routine work; experiencing the limitlessness of intellectual effect. Conclusions: Self-identity of a scientist is emerging through performance of particular roles, which provoke a sense of discipline ownership. Then the implemented research means something special and personal for the scientist. When the scientist undertakes ownership of his/her academic work, s/he is more committed and intrinsically motivated or more engaged with the role performance of the intellectual leader at a higher education school.

# Monday Session II

## 10:45-12:45 | Room: Al Majlis

Monday Session II: 10:45-12:45
Room: Al Majlis
Humanities: Literature/Literary Studies
Session Chair: Kenneth DiMaggio

**33919      10:45-11:15 | Room: Al Majlis**
*The Eastern Woman as Seen by the Western Characters in* Fatat Misr [*The Maiden of Egypt*] *1906 by Ya'Qub Sarruf*
Mansour Dhabab, King Abdulaziz University, Saudi Arabia

This research discusses the idea of intermarriage between East and West through the vision of Ya'qub Sarruf in the novel *Fatat Misr*, published in 1906. Sarruf named his novel "The Maiden of Egypt" so as to symbolise the whole nation in one woman. He fought against the West not through resistance, but by the opinions he expressed through his writing. Was the relationship between East and West built on peace and understanding? The following sections will discuss the relationship between Henry (who represents the West) and Bahiyya (who represents the East). The conclusions will help to answer the following questions: how was the Western man imagined and seen by the Eastern woman? What were the views of the Westerner's family (in this case Dora, Henry's sister) regarding the Eastern woman? What were the factors that influenced the relationship between the West and the East? How did the author describe the City of London and materialistic life in the West? And finally, what, according to the writer, was the East lacking in order to attain the high levels of development found in the West? This research then analyses the main obstacles to East–West relations and introduces suggestions to overcome it.

**34957      11:15-11:45 | Room: Al Majlis**
*The Mare in Miral Al-Tahawy's* The Tent
Shahd Alshammari, Gulf University for Science and Technology, Kuwait

Arab Bedouin communities have long been a subject of analysis by Oriental scholars. There has been a great tendency to exoticize the Bedouin man, and particularly the Bedouin women. A custom often overlooked and misunderstood is the significance of the ideology of "asil" or "pure blood". It was as important to keep the family's blood line "pure" as it was to maintain the horse's, or mare's, breeding. I plan on examining this idea throughout my paper. When Bedouin women occupy the same space as the mare, is this utter objectification of their bodies, or perhaps, is there a huge value placed on the woman? The mare's significance has also been present in some works of literature. *The Tent*, by Miral al-Tahawy, presents us with a protagonist, Fatima, who loses her mare to a foreign Orientalist in exchange for her education. With the mare's loss comes Fatima's loss of self and identity, and eventual descent into madness. The mare is significant to Bedouin culture, and it is this contact with the colonizer that threatens the culture and the psyche. This paper will combine both cultural ideologies as well as a literary examination of the above mentioned work. It aims to present a new approach at looking at the significance of the mare in Bedouin culture and literature.

**34211      11:45-12:15 | Room: Al Majlis**
*Identity Quest: When East Meets West in Bahaa Taher's* Sunset Oasis*: A Post-Colonial Reading*
Mona Kattaya, Ain Shams University, Egypt

The cultural representation of the Western Other in modern Arabic fiction is a formidable body of texts that stretches over a span of almost one hundred years – from the beginning of the twentieth century until the present. Emerging out of the experience of colonization, most of these fictional narratives have asserted themselves by foregrounding the tension with the imperial Other, thus emphasizing a discourse where the encounter between East and West, whether literal or metaphorical, has been presented in a series of deep-rooted dichotomies of East/West, colonized/colonizer, slave/master, backward/civilized, material/spiritual, bonded/free, ruled/free, etc. From this cultural output stands out Bahaa Taher's *Sunset Oasis* (2007). The winner of the inaugural International Prize for Arabic Fiction (IPAF) in March 2008, *Sunset Oasis* in a way continues the initial perceptions of the West in Arab fiction, but, more importantly, it, in other ways, contests them. This paper throws light on how, in its decidedly holistic perspective, Taher's novel goes beyond the usual chaos and conflict into spaces of love, understanding, harmony, equality, dialogue, exploration, compatibility and reconciliation. This paper addresses the question of representation in *Sunset Oasis* on both thematic and technical levels. The paper aims to study how the Arab/Eastern narrative-self, Taher's in this case, represents and perceives of the West, and how this West lives in the Eastern consciousness and subconscious as part of the Self; negating it is an obliteration of the Self, an obliteration of an essential part to discover itself.

**33294      12:15-12:45 | Room: Al Majlis**
*When One Novel Talks with Another: The Dialogue Between Camus'* The Stranger *and Kamal Daoud's* The Meursault Investigation
Kenneth DiMaggio, Capital Community College, USA

One of the twentieth century's major works of fiction is Camus' *The Stranger*, a novel where a French Algerian kills an Arab and is executed for it. Is his condemnation based more on his disinterest in the recent passing of his mother? For many years, Meursault, the protagonist of this novel, beguiled readers with his absurd-like act of murder. But neither Meursault nor his Western-reading audience ever took much notice of his victim. Recently, Algerian author Kamal Daoud wrote about this victim in his novel *The Meursault Investigation*. Daoud's novel becomes a dialogue with the text that gave birth to his story. If Camus' *The Stranger* is the French father, then Daoud's *The Meursault Investigation* is the Algerian stepson. But father and stepson are also texts that share the same story, landscape, and even destiny. In so doing, Meursault's murder may seem less absurd now that we know about his victim – a fully developed character in Daoud's novel. If the nameless Arab victim in Camus' text represents the overlooked colonized subject, he becomes the independent character rewriting a narrative he previously had no voice in.

# Monday Session II

## 10:45-12:15 | Room: Al Rimal

**34164    10:45-11:15 | Room: Al Rimal**

*A New Approach to Integrate Career Education with English Instruction in Japan*
Ryusuke Yamato, Kyoto Sangyo University, Japan

Under the recent harsh economic circumstances, Japanese industry has not been able to provide new employees with adequate in-house training. This lack of OJT (on-the-job training) led to increasing demand for college graduates who can serve as immediate and effective resources. Many universities in Japan, however, have failed to meet this social demand, especially in terms of foreign language education. Given this situation, this presentation reports an ongoing study whose purpose is to develop a new instruction model with a sound theoretical background of integrating career education with English education so that the transition from school to work goes smoothly. In this presentation, after reporting the current situation regarding career education and vocational education in the government policies on education, the presenter elucidates how these policies are reflected in English classrooms in Japan. The elucidation strongly suggests a necessity of developing a new EFL (English as a foreign language) instructional approach so that Japanese youth may design their lifelong career through learning English in a globalized society, not simply focusing on a specific job. In order to construct a guiding theory, the presenter draws on CLT (Contextual Learning & Teaching) by Johnson (2002) and IEM (Interactive Experience Model) by Falk & Dierking (2000). Lastly, learners of perceptions of their English proficiency, employability and future happiness are discussed in light of English education as lifelong career-designing catalyzer.

**34218    11:15-11:45 | Room: Al Rimal**

*The Effect of "Looping" on English Language Acquisition and Learning in General amongst Elementary Students in Abu Dhabi*
Fajir Amin, The Fulbright Program, Bureau of Education and Cultural Affairs, Department of State, USA

Looping refers to the practice of a teacher remaining with the same cohort of students for more than one school year, and the following is a request to present the possible effects such practice may have on the attitudes and aptitudes of students towards English Language Acquisition specifically and Learning in General in Cycle 1 schools in the United Arab Emirates. A Fulbright Scholar, I was sent by the United States to research this very subject after spending two years teaching in an Abu Dhabi Education Council Cycle 1 school on the remote Island of Delma, where I looped with the same student cohort for two years. That experience inspired me to submit a proposal to research the following subject, which I am doing for the next 8 months. The importance of bringing this paper forth stems from the fact that its potential findings may highlight looping as a possible "best practices" for English Language Acquisition within Cycle 1 schools in the United Arab Emirates, and possibly other countries where second languages are being taught on a macro scale within the education system, examining advantages of looping towards the promotion of better understanding of the cultural exchange of the language, highlighting how the learning process can be affected by having a teacher stay with the same students for more than one year, the possible impact this may have on the learning community as a whole which includes students, parents, and even administration and staff.

**34204    11:45-12:15 | Room: Al Rimal**

*Revising the L2 Motivational Self-System: A One Size Fits All Theory or Not?*
Keita Kikuchi, Kanagawa University, Japan

Who is a good language learner? When we think of the answer to this kind of question, we may think of a learner with motivation. However, understanding motivation thoroughly is not an easy task. In the last three decades, several motivational theories including the L2 Motivational Self-System (L2MSS) have been used to explain learners' motivation structure. A decade has passed since Dörnyei advocated the L2MSS, and the studies applying this theory has thrived (Boo, Dörnyei & Ryan, 2015). This theory consists of three key constructs: the Ideal L2 Self, the Ought-to L2 Self, and the L2 Learning Experience. Using this theoretical background, a large survey study was first conducted in Hungary (Csizer & Lukacs, 2010; Dörnyei , Csizér & Németh, 2006; Kormos & Csizer 2008). Later, Taguchi, Magid and Papi (2009) ran a comparative study in Japan, China and Iran. Other researchers have also done studies in Saudi Arabia (Al-Shehri, 2009), Sweden (Henry, 2009, 2010), Indonesia (Lamb, 2012), and in Germany (Busse, 2013). Very recently, You and Dörnyei (2015) published research based on Chinese learners of English (N = 10,413), the largest among these studies. Based on the findings from these studies and my ongoing survey study based on 868 college freshmen (Kikuchi & Hamada, in preparation), the presenter discusses the applicability of the L2 Motivational Self-System in Japanese contexts as well as in different countries. At the end, discussion towards the revision of the three key constructs of the L2MSS in the Japanese context is made.

# Monday Session II

## 10:45-12:45 | Rooms: Al Rimal & Amwaj 1

**34222    12:15-12:45 | Room: Al Rimal**

*Ranking Competencies of Oral Output Produced by EFL Learners of Low Proficiency*

Nobue Tanaka-Ellis, Tokai University, Japan

Achieving a good command of English is valued in Japan, although the English proficiency of Japanese people is among one of the lowest in developed countries. Despite educators' efforts to reverse the situation, it has not been successful. This is because the current feedback methods may not cater for those with very low English proficiency. For instance, once learners are categorised as "low", they may not receive detailed feedback on their L2 skills. This study attempts to create those further categories. The speech samples were collected from 60+ first-year EFL students at a Japanese university, whose TOEIC scores ranged from 190 to 350. The data was collected through a Learning Management System as a part of students' assignments. The data was to be analysed with Complexity, Accuracy, and Fluency (e.g. Larsen-Freeman, 2009); however, this did not work on these samples, as their speeches often lacked predicates and were not long or complex enough. In searching for means to analyse such utterances, the researcher came up with a system that uses C-unit, instead of T-unit, and ranked the uttered words based on categories from Academic Word List, General Service List, and words and grammar on several English textbooks for A1 to A2 CEFR learners. This method enabled comparisons to be made among different utterances that were previously dismissed as low-levels. Although the system may need more refinement, it would be useful for researchers/teachers who work on similar type of data, and giving more tailored feedback to English learners.

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Monday Session II: 10:45-12:45
Room: Amwaj 1
**Globalization, Internationalization & Identity**
Session Chair: Edward Irons

**34748    10:45-11:15 | Room: Amwaj 1**

*East Meets West: A Glimpse of the Globalization and Internationalization of Innovation and Discovery*

Zarmina Israr, Jawaharlal Nehru University, India

Whether it be politicians, businessmen or academics, "globalization" is a term that is largely used by everyone in the discourse of development. In the McLuhanean view, the result of the advent of electronic media can be seen as the creation of a "global village". In the contemporary political and academic sphere, globalization stands for little more than a synonym for phenomena like the pursuit of classical liberal/free market policies in the era of economic liberalization, the dominance of Westernization or Americanization, the Information Revolution, global integration, etc. The globalization of production technology lies within the native country of different enterprises. For the increasing global segments of industries chain, and the increase in overall knowledge of the economy, the role of globalization is unprecedented. In this framework, the major points have to be discussed. Moreover, my paper proposes to focus on the role of national borders in totality, and will examine the methods or procedures that led to this innovation across industries and countries. For this reason, this paper aims to deal with new facts and points regarding the gradual process of globalization and engaging it with different indicators focusing on Foreign Direct Investment (FDI). Internationalization strategies and trends of the activities that take place in the process of innovation will also be examined in the paper. Before the discussion of the border innovation methods and procedures, important practical and theoretical issues will be given fair attention. Before stressing the importance of the major policies and their dimensions and instructions for future innovations and discoveries, this paper also throws some light on global technological issues that have become key factors on the horizon of world economy, polity , and geopolitics, and brought paradigm shift.

**34858    11:15-11:45 | Room: Amwaj 1**

*Analysis of Bataan Tourism Industry: Bases for Extension Activities of Faculty and Students of Bataan Peninsula State University*

Thelma Manansala, Bataan Peninsula State University, The Philippines
Elizabeth Joson, Bataan Peninsula State University, The Philippines
Ann-Regine Lim, Bataan Peninsula State University, The Philippines

This paper aims to assess and evaluate the knowledge ability and level of appreciation of the selected barangay officials and residents equally distributed in the 11 towns and 1 city in Bataan, Philippines. The study used the descriptive method and qualitative method of research where the sample respondents were chosen at random. Important findings of the study showed that the barangay officials and the residents were knowledgeable and appreciative in Mt Samat as one of the historical places in Bataan while in the other historical places, natural made places of attraction and beaches and resorts they were less knowledgeable and they were less appreciative. Result of the study implies that there were three major problems besetting the tourist industry in the province, namely: entrepreneurial skills to market the product, insufficient government funding to upgrade level of standards and tourism entrepreneurial skills mismatch the target clientele. The BPSU Tourism faculty and students, through its extension activities, will plan a program of activities that may improve and advance the tourism industry.

# Monday Session II

## 10:45-12:45 | Room: Amwaj 1

**33780    11:45-12:15 | Room: Amwaj 1**

*Holidaying the Halal Way: The Islamisation of Tourism Practices in Alexandria, Egypt*

Jihane Adeimi, Edinburgh Napier University, UK

This paper explores tourism performances and experiences in Alexandria in the wake of the Arab Spring. Drawing on the mobilities paradigm, this study is the first of its kind to primarily examine tourism practices in Alexandria, the embodiment of Islamic tourism, and how some tourist spaces within the city are being (re)produced and socially represented. Calls for the Islamisation of tourism in post-Mubarak Egypt triggered heated debates among the protesters, revealing the controversies in Islamist discourses and the complex relationship between Western-style tourism and Islam which fluctuate between accommodation and confrontation. What is suggested is a greater control over some Western tourism practices and the development, instead, of Islamic tourism across Egypt, which involves Islamic cultural tours as well as Muslim-friendly beaches and accommodation (alcohol-free environment, separate facilities for men and women, prayer facilities, Islamic dress code "Burqini" etc.). Alexandria has been chosen as a case study – a place drifting away from what it once was; a liberal, cosmopolitan, Western summer destination – where fieldwork has been carried out, using a series of auto-ethnographic research methods: participant observation (diary notes, photography), in-depth interviews with various stakeholders, informal discussions with locals and tourists, and documentation. The findings are indicative of the blurring line between tourism practices and the Egyptian everyday lifestyle, and a clear gap between the needs of the locals/domestic tourists and official tourism development plans as well as the use of bodily practices as a powerful tool to affirm a cultural/Islamic identity in a Western-tourism-oriented country.

**35095    12:15-12:45 | Room: Amwaj 1**

*The Allure of the Cosmopolitan: Markers of Baku's Identity*

Edward Irons, The Hong Kong Institute, Hong Kong

Baku, called by many "the Dubai of the Caspian", is on a roll. Since approval of its urban master development plan in 2010 the city is being transformed. The image it presents, its brand, is that of a cosmopolitan capital, diverse, secular, and open. Baku's identity is tied to its unique location: while always a part of the Caucasus, it also sits on the edge of Central Asia. More importantly, in the world's imagination it's always been where oil bubbled up. In its first oil rush period in the late 1800s the city took on a European veneer. Now that European orientation is being updated with a mix of ultra-modern as well as Revivalist architecture. The impact of oil wealth is clearly evident everywhere – on the streets, in the modern new buildings, to the Formula One races. It feels modern, open for business. This paper will situate Baku's current development in history and ideology. Using Sharon Zukin's concept of authenticity as a reflection of social anxiety, the paper discusses the cultural and ideological tensions brought out in each iteration of Bakinian modern identity. These tensions range from Islamic folk religious practices to unfettered capitalism, from Soviet era colonialism to globalized cosmopolitanism. Baku continues to be a workshop of urban development.

# Monday Session III
## 14:00-15:30 | Room: Al Waha

Monday Session III: 14:00-15:30
**Room: Al Waha**
**Primary & Secondary Education**
**Session Chair: Subramaniam Ramanathan**

**34783      14:00-14:30 | Room: Al Waha**
*The Influence of Political Economy Context on Policy Reform: Primary Education Curricula Reform in Egypt*
Maha Ahmed Khalil Nouman, Cairo University, Egypt

The main research statement the current paper will try to examine is: how has the turbulent political and economic conditions that Egypt has been passing through since January 25, 2011 affected the trends of reform in primary education? More specifically, curricula reform trends. The main hypothesis of this research is that the Egyptian successive governments perceived curricula reform as a keystone in primary education reform. Therefore, the Egyptian government endured some extended effort in that regard during Mubarak's reign, and allowed some non-profitable organizations to work in cooperation with the ministry of Education and Pedagogy on reforming curricula within a limited freedom. The obvious shift that could be alleged is when Muslim Brotherhood got to power in late 2011. Muslim Brotherhood sought feverishly to change the primary education curricula; however, the intended outcomes didn't target improving the quality of the education process generally, rather than serving their controlling plan over state apparatus. Muslim Brotherhood efforts deeply targeted neither education quality issues nor giving more attention to issues related to building a new generation that believes in democratic values. The impact of the curricula development process could be described as limited to a great extent. The strong centralized grip that the State has been exercising over the curricula reform process could partly explain that. Moreover, it has been always circulated in an implicit way in media and among researches circles that there have been some interest networks that have exercised a direct influence to keep the status quo of the current situation.

**34266      14:30-15:00 | Room: Al Waha**
*Kuwaiti Student Achievement in Mathematics: Findings from TIMSS Assessments*
Farah Almutawa, Kuwait University, Kuwait
Dalal Almeea, Ministry of Education, Kuwait
Ghazi Alrasheedi, Kuwait University, Kuwait

The study aimed to analyze the performance of Kuwaiti students in the fourth and eighth grade in Trends of the International Mathematics and Science Studies (TIMSS), since the State of Kuwait participated in these tests for almost twenty years  (1995-2015), as well as analysing the performance of students in the fields of the mathematics content and cognitive domains and skill. Results showed an overall decline in the performance of students in the fourth and eighth grades; females appeared to do better than males on TIMSS tests.

**34158      15:00-15:30 | Room: Al Waha**
*Communicating Science Through Exhibits*
Subramaniam Ramanathan, Nanyang Technological University, Singapore

Primary school teachers in Singapore generally do not have a science degree. As part of their professional development, they regularly attend in-service courses to upgrade their competencies. The present study, part of a full time in-service course conducted at the university, had an assignment that requires teachers (N=28) to work in groups and fabricate an exhibit that can be used to communicate scientific concepts in an interactive manner. They need to make use of commonly available materials and, where items need to be purchased, the cost should not exceed S$10. Teachers were given about 4 weeks to work on this project not continuously but during breaks in the in-service course schedule and, where necessary, during their free time outside the course schedule. The activity affords teachers enormous scope to acquire better understanding of key scientific concepts when working in an applied context. Evaluation of the activity was done through a validated survey, teacher reflections, demonstration of the exhibit by teachers for communicating science and document analysis of the written reports. Results show that the activity produced significant gains in conceptual understanding of key concepts by the teachers, more confidence by them in communicating science to their peers, and   high interest levels when learning by doing in an applied context. Images of selected exhibits will also be shared during the presentation. Some implications of the study are discussed.

# Monday Session III
## 14:00-15:30 | Room: Al Khayma

**Monday Session III: 14:00-15:30**
**Room: Al Khayma**
**Curriculum Research & Development**
**Session Chair: Anna Marie Dillon**

**34123      14:00-14:30 | Room: Al Khayma**
*Formative Assessment – Enhancing the Teaching and Learning of Malay Language for Higher Ability Students*
Hanita Abd Aziz, Ministry of Education, Singapore
Salina Saiman, Ministry of Education, Singapore

Assessment is an integral part of the learning process. Assessment can be conducted formally or informally as long as it meets the learning objectives. In Singapore, a balanced assessment has been in place in our education system for quite some time. Though summative assessment plays an important role in national examinations, formative assessment has its place in Singapore classrooms. Formative assessment has been incorporated into classroom teachings to engage students in quality learning.  Many researchers have shown that formative assessments have a positive impact on students' achievement. This study focuses on formative assessment for students of higher language ability who offer the Malay language. It is important to ensure that these students are able to raise their standards further and to develop skills that are invaluable for learning throughout their lives especially in the Malay language. The skills in focus are developing ideas, connecting the ideas into a larger context and judging the quality of their own work and the work of their peers. This study aims to look at how formative assessment can develop those skills. The focus of this study is not to look at the correlation between formative assessment and students' achievement. Rather, qualitative data is collected from sample schools to look at how teachers and students use the formative assessment-based results/feedback to adjust teachers' instructional practices and improve students' learning skills.

**35346      14:30-15:00 | Room: Al Khayma**
*Young Children's Fantasy Play in Preschools: A Study of the Construction of Children's Identities, Knowledge and Culture*
Nazeeha Khoja, McGill University, Canada

In their fantasy play, children create a context within which imagined situations and characters can thrive while the narratives and dialogues of children's play also constitute their realities and give meanings to their everyday lived experiences (Ahn & Filipenko, 2007). In this research, I examine how a group of Saudi Arabian preschool children engage in playing different social roles while also negotiating rules that produce and reproduce meanings about who they are in relation to others. In this ethnographic study, I have been collecting data by being a participant observer in a preschool setting in the city of Riyadh, Saudi Arabia over a period of 8 weeks. The preliminary findings of my research have shown the extent to which fantasy play can provide children with a safe space in which to experiment with language and engage with one another in understanding complex thoughts. In particular, I intend to discuss the emergent themes from the children's play that reflect some of the social and cultural beliefs in relation to gender stereotype, social structure in families, and beauty and power. In this preliminary analysis and discussion, I present the data from a sociocultural perspective, particularly Vygotsky's theory (1978) of the Zone of Proximal Development (ZPD) which posited that when children interact with one another in a shared practice, they achieve "higher mental functioning". Within this theory, the skills and concepts that children encounter during their play will ultimately become part of their independent learning and self.

**34216      15:00-15:30 | Room: Al Khayma**
*Fostering Developmentally Appropriate Practice in a Bilingual Laboratory School in the UAE*
Anna Marie Dillon, Zayed University, UAE

This paper explores Early Childhood Care and Education (ECCE) programs with the purpose of advocating for innovation in the development of a curriculum framework for the early years (0-3) in the United Arab Emirates (UAE). Definitions of ECCE are explored with reference to a nurturing pedagogy within various cultural contexts. The objectives of and approach to this study are viewed through an ethnographic lens as the main objective is to explore how teachers interpret developmentally appropriate practice in one specific setting and the author has a close association with the setting as the Director. This paper takes specific examples from feedback written by 13 teachers who conducted strengths-based peer observations at a laboratory preschool affiliated with a federal university in the UAE. The Appreciative Inquiry model of actively seeking what is right in an organization provides new possibilities for constructive change. The importance of promoting play-based learning as developmentally appropriate practice is highlighted both in the literature and in their observations. The current strengths that exist at preschool and kindergarten level within school reform in the UAE, particularly in relation to language learning within a dual language immersion model, can be harnessed for the development of a curriculum framework for the early years as the UAE seeks to be a global and regional leader in innovative practices.

# Monday Session III

## 14:00-15:30 | Room: Al Majlis

**34318     14:00-14:30 | Room: Al Majlis**

*English Language Learning and Employability: The Indian Perspective*
Nandita Choudhury, BML Munjal University, India

India is now perceived as a country that is on the cusp of becoming an industrial and IT superpower. India is progressing rapidly and demographic dividend is beginning to yield results. As the Indian private sector expands and becomes more competitive, there is a requirement for skilled professionals who will steer the course of this progress. There is an exponential demand for a trained workforce. This brings into perspective the notion of employability. Employability refers to the ability to remain employed due to relevant skills that an employee possesses. The ability to use language effectively always remains at the top of any industry's wish list. In the current scenario of globalisation and economic liberalisation, more and more multinational companies are setting up offices in India and hence, English has gained importance as one of the basic requirements to be employable in the corporate sector. Although knowledge of English is one of the most important employability skills, English language learning has always posed a challenge to decision makers and instructors, keeping in mind the vast diversity of the sub-continent. The paper explores the challenges of ESL teaching and learning in India. It also looks into the entire aspect of making our graduates employable from the stakeholder perspective. The objective of this paper is to discuss the English language skills that graduates require to make them employable.

**35314     14:30-15:00 | Room: Al Majlis**

*Developing a Knowledge Translation Strategy to Promote Professional Language Competency in Occupational Therapy*
Tram Nguyen, University of Ottawa, Canada
Sue Baptiste, McMaster University, Canada

Introduction: In today's society, increasing globalization has prompted an unprecedented rise in human displacement in the workplace. Healthcare professionals are seeking entry into practice outside of their home country. The integration of internationally educated health professionals – in this case, internationally educated therapists (IEOTs) – is essential for prosperity and productivity in many countries globally. Assessing comprehension and communication of professional language is key in preparing IEOTs for practice. Purpose: The purpose of this presentation is to: 1) build capacity among professionals about an evidence-based and self-reflective assessment for comprehension and communication (i.e. the MACC) in occupational therapy, and 2) develop a knowledge translation strategy to enhance utilization. The principles of this assessment have the potential to be applied across cultures and practice scopes. Conclusions: This presentation represents the first stage of developing a plan to increase awareness and use of the MACC. It is hoped that this presentation will enhance knowledge mobilization for the importance of assessing professional language competency not only in occupational therapy but other health professions and beyond.

**33888     15:00-15:30 | Room: Al Majlis**

*Flipped Classroom: The Case of Professional English Writing Course*
Najwa Saba 'Ayon, Rafik Hariri University, Lebanon

Recently the teaching trend is to keep up to date with the boom in technology. Flipped teaching, which is rated as one of the "top trends in educational technology" (Watters, 2012), has gained footing in EFL/ESL classrooms only recently (Fahim & Khalil, 2015; Bauer-Ramazani, Graney, Marshall & Sabieh, 2016). To follow the teaching trend, the researcher implemented the flipped classroom in Professional English Writing course at a private Lebanese university. The aim of this paper is to investigate the participants' (students and teacher) perceptions of flipped learning (FL). Using a case study design, the researcher used multiple data-collection instruments. The collected data were analyzed quantitatively and qualitatively. The conclusions derived from the different analyses were triangulated. The findings reveal that a lot of the participants perceived FL as beneficial in terms of helping students become more responsible for their own learning, more engaged in class activities, and hence more motivated to learn. However, a few students openly expressed their negative attitudes towards this new strategy. The researcher recommends that flipped classroom be used in other courses to turn passive, dependent learners into active, independent learners to meet the demands of the twenty-first century.

# Monday Session III

## 14:00-15:30 | Room: Al Rimal

**Monday Session III: 14:00-15:30**
**Room: Al Rimal**
**International Relations, Human Rights & Political Philosophy**
**Session Chair: Sherry L. Xie**

**33760      14:00-14:30 | Room: Al Rimal**
*Dependency Theory and Sub-Saharan Africa*
Akor Omachile Opaluwah, Nottingham Trent University, UK

First developed in the 1950s, dependency theory, which is based on the premise that underdevelopment is a product of the uneven relationship between the "third world" and the "first world", was developed. The argument that resources (both human and natural) continually move from underdeveloped societies to developed societies is responsible for the persistent poverty and underdeveloped in these societies, was explored by theorists. Critics have argued, though, that its prevalence has diminished since the 1960s and 1970s and the rise of globalisation. Moyo (2009) notes that there is still a significant level of imbalanced unidirectional movement of resource occurring firstly within these underdeveloped societies, and also between the underdeveloped societies and their developed counterparts. This movement of skills and resources from the rural to the urban/developed centre has left the rural centres in poverty and underdeveloped. This disparity and a number of other factors continually tilt the balance in societies, thereby facilitating the movement of resources to these developed centre. The response to these movements by policy and government practice has not produced any equitable solution. It is in light of this that this paper explores the contemporary nature of the dependency theory discourse and its occurrence in Nigeria and sub-Saharan Africa. An analysis of its effect on development, identity and participation are fundamental for the design and implementation of policies that will mitigate and reverse its negative effects.

**33803      14:30-15:00 | Room: Al Rimal**
*Setting an Example as Resistance, in the Absence of Prospect for Freedom*
Omid Payrow Shabani, University of Guelph, Canada

The tyranny of the theocratic regime of Iran and its grip on power comes with almost military put-down of the opposition. The reformist model of change, formulated and practiced for eight years by such figures as Mohammad Khatami, finds itself in a feeble situation as reformists have lost both the trust of the hardliner in the regime and the confidence of the general public. In this circumstance, neither rebellion is possible nor reform, but more importantly, no prospect for freedom exists. Relying on the work of contemporary Italian political theorist Alessandro Ferrara entitled *The Force of an Example* and an Italian Renaissance writer, Baldassare Castiglione, and his book *Il Libro del Cortegiano*, I propose to view the ethos of Iranian moderates as a form of resistance that aims to sets an example of just conduct so to influence the supreme leader. Seen in this light, as the courtier at the court of the supreme leader, moderates' virtuous conduct aims to teach the leader a more civil way of comportment by setting an example, thus resisting his heavy-handed oppression. As an example the moderates' conduct presents the force of "what is as it should be", providing a model of behavior that aims to make their "master" a better leader by hoping to lessen the harsher aspects of his rule.

**33143      15:00-15:30 | Room: Al Rimal**
*Considering Privacy or Not: A Comparison of Practices Between China and the European Union*
Sherry L. Xie, Renmin University of China, China
Amelie G. Y. Fan, Renmin University of China, China
Siyi Li, Renmin University of China, China

The concept of privacy is one associated with many connotations, from being a part of human rights to a part of property rights, depending upon the different schools of thought or the particular legal environments in which societal actors act. The rising of the online world, where people are eager to mimic all aspects of their physical lives, has brought privacy concerns in a way that the traditional protection mechanisms will find extremely hard to keep up: digital technologies continue to gain capacities of permitting more and more private lives to be showcased in front of a group of others or even the general public, and people are increasingly willing and often times enthusiastic to "put themselves out there". The concern toward the old, encompassing idea of privacy, therefore, appears to stand only to a shrinking portion of the human population, who consider, still, privacy protections as more than just the rule of no-camera-in-bathroom. In light of the developments of today's digital world, should the concept of privacy be redefined as precisely "digital privacy" in order to accommodate the changing perceptions of the net resident generation? What impact will a reduced scope of privacy have on people's social and economic lives, or is there indeed a need to tighten up privacy protections with people's online lives? This presentation reports on the findings of the comparative study between the practices in China and the European Union that aimed to explore answers to such questions.

# Monday Keynote Session
## 16:00-16:45 | Room: Amwaj 1

*By Natural Law the Earth Is Held in Common*
Robert J. C. Young, New York University, USA & New York University Abu Dhabi, UAE

"naturali iure communia sunt omnia haec … terra." – The Institutes of Justinian
If Justinian's Institutes of the sixth century appeared to prescribe and lay down an equal sharing of the earth, today this appears as an ideal, not a reality. Historically innovation and discovery have often worked to unbalance human societies on earth and the power relations between them. In this talk I will consider the ways in which those historical forces continue to influence our actions and how far we need to take them into account when we imagine possibilities for transformation.

# Monday Session IV
## 17:00-18:00 | Rooms: Al Waha & Al Khayma

**Monday Session IV: 17:00-18:00**
**Room: Al Waha**
**Workshop Presentation**

**34013      17:00-18:00 | Room: Al Waha**
*How to Strategize a Happy Life Style through Mindfulness Educational Curriculums*
Ruba AlZeer, SusPact - Happiness Life Styled, Palestine

The advancement in biometrics and medical technology has magnificently contributed to the quantify-ability of emotional states including happiness from which the why of unhappiness can be pinpointed. Having scientifically decoded how to measure happiness, I remind you of that age-old phrase "you can only manage what you can measure". Once the source of unhappiness is identified, the strategy towards sustainable happiness can be mapped and the key to this is meticulously designed mindfulness educational and coaching curriculums of sustainable happiness for individuals and corporations.

**Monday Session IV: 17:00-18:00**
**Room: Al Khayma**
**Workshop Presentation**

**34185      17:00-18:00 | Room: Al Khayma**
*Integrative Science Classroom Pedagogies for Developing Student Awareness of Social Values and Life Skills in a VUCA World*
Kok Siang Tan, National Institute of Education, Nanyang Technological University, Singapore

We are often confronted with dilemmas, decisions and problems. "Most of us (would) avoid complexity and ambiguity and seek out the comfort of simplicity and clarity" (Martin, 2007). However, the twenty-first century is often described as "Volatile, Uncertain, Complex and Ambiguous" or "VUCA" (Mack et al., 2016). So how might schools better prepare students for this VUCA world of work and life? The aim of this workshop is to introduce participants to various classroom pedagogies that integrate student learning and thinking experiences during routine classroom science lessons. The objective is to help teachers and students learn how to deal with complexities and uncertainties in life more effectively. These pedagogies include the use of 1) reversed analogies to raise student awareness of positive social values and life skills during science lessons (Tan & Santhanasamy, 2012), 2) classroom reflective learning strategies (Tan 2009), and 3) the critical thinking skills of acquiring, appraising and using science knowledge and information learnt in class meaningfully (McTighe, 2010). The workshop activities are designed as bite-sized learning tasks (relevant to the curricular requirements) and are most suitable for senior elementary and lower middle school science classes. These pedagogies are currently practiced in some primary schools in Singapore and are also suitable for preparing secondary school students to become more aware of, and interested in, STEM-related learning opportunities.

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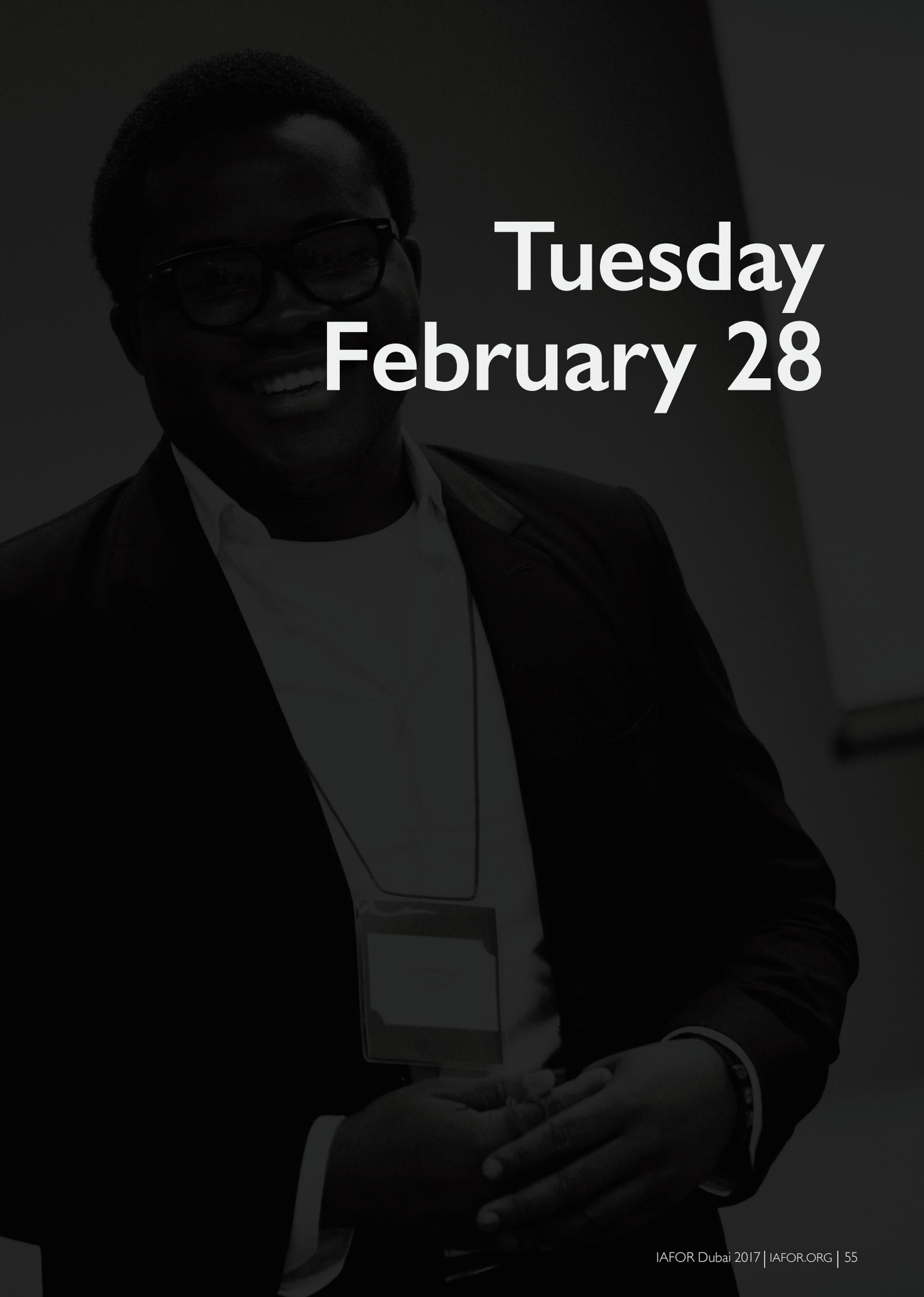
# Tuesday
# February 28

# Tuesday Session I

## 09:00-10:00 | Room: Al Waha

Tuesday Session I: 09:00-10:00
Room: Al Waha
Education: Adult & Lifelong Learning
Session Chair: Liliana Dozza

**34248     09:00-09:30 | Room: Al Waha**
*The Effective Introduction of Self-Efficacy and Self-Regulation Strategy to the TOEIC Preparation Courses in a Japanese University*
Arata Fujimaki, Tokai University, Japan

This study aims to provide effective ways of introducing self-efficacy and self-regulation strategy into TOEIC preparation courses in a Japanese university. It has been emphasized that students in various universities in Japan show a great diversity in their English language proficiency. However, regardless of their current proficiency level of English, TOEIC preparation courses are said to be the most popular ones in the English language program. In order to encourage and foster the students to improve their English language proficiency, the author introduced the self-regulation strategy together with the careful observation of their self-efficacy. As a result of employing alternative ways to conduct TOEIC courses, the author was impressed by the significant development on students' motivation levels and the TOEIC test results. As a result of these experiences, perhaps the students went through what is called a confidence-building process, which allowed several students to improve their TOEIC scores considerably. If the TOEIC preparation courses in a university are simply the repetition of the question and answer process, the entire courses themselves might result in being rather monotonous and unattractive to the students. But by actively introducing small changes into the language classroom, and carefully observing students' self-efficacy and self-regulation strategy, we hope to be able to implicitly and explicitly scrutinize our own teaching styles. This form of reflective practice will assure the students that they will effectively continue to improve both their TOEIC scores and communicative related teaching methods competence in English.

**34129     09:30-10:00 | Room: Al Waha**
*Lifelong Learning from the Early Stages of Life*
Liliana Dozza, Free University of Bolzano, Italy

The concept of Lifelong Learning, generally used in reference to in-service training, vocational retraining for the labour market, post-university specialised training, and cultural and spiritual enrichment in adulthood and old age, assumes that lifelong learning starts only when school finishes, thus overlooking the great importance that educability and education in the first stages of life have for one's whole life. We define Lifelong Learning in broader terms as a process that builds from the first days and weeks of life and extends across one's whole lifetime to old age (lifelong learning). In addition, it develops in different environments related to training and experience (lifewide learning); it requires a secure basis and a deep form of learning (lifedeep learning) from which one can continue building over the course of life (West-Burnham & Coates, 2005; West-Burnham Huss & Jones, 2008; CONFINTEA VI, 2010; Derrick, Howard, Field & Lavender Karlsson & Kjisik 2010, 2011). It is a process located in historical-cultural and socio-economic contexts, and it is mediated through the practices and perspectives of local culture (Engestrm, 1987; Banks, Ball et al., 2007). Today, about one hundred years after its first appearance, several challenges to the concept of Lifelong Learning remain unsolved in Europe (Field, 2010), including: the quality of education in formal contexts, starting from early education at nursery and primary school (Yeaxlee, 1929); the quality and enhancement of experiences in informal and non-formal educational contexts (Yeaxlee, 1929; Dewey, 1938; Lewin, 1935, 1936; Bruner, 1997; Coté, 2004; Banks, Ball et al., 2007); the development of intentionally-designed educational settings, places of action, and significant experiences for the individual and for the group (Lindeman, 1926; Yeaxlee, 1929; Vygotsky, 1934). The underlying notion is that educability is a precondition for education and that education is a factor of educability (Dozza & Trisciuzzi, 2016): in childhood and adolescence, education and respect for the conditions of maturation and development are of central importance in order to avoid prejudicing the ability of the mind (of the body-self and of the narrative-self) and to favour continued learning throughout one's life.

# Tuesday Session I

## 09:00-10:00 | Room: Al Khayma

**Tuesday Session I: 09:00-10:00**
**Room: Al Khayma**
**Higher Education**
**Session Chair: Masaru Ishizumi**

**32470     09:00-09:30 | Room: Al Khayma**
*College-Readiness is a US National Problem: What Then is the Answer?*
Sheilah Paul, Medgar Evers College of CUNY, USA

According to recent research, less than 40 percent of students scored at college and career ready levels on national assessments (Ho, 2016; NAEP, 2016). More importantly, "the high remediation rates and relatively low graduation rates for college students suggest that many students do not graduate from high school ready for college" (ACT, 2014, p. 3). The lack of college-readiness impacts many institutions of higher education, where between 60 to 80 percent of freshmen require developmental education in mathematics, reading and writing – the basic skill sets needed for degree progression. The consequences are that students spend one to two years in non-credit-bearing developmental courses, lose momentum and interest in academic advancement, and exhaust financial aid before program completion, thereby resulting in poor retention and graduation rates. This paper presents the first findings of a new approach initiated at Medgar Evers College in 2013 – The Brooklyn Pipeline Initiative – geared to improving college-readiness and college admissions among high school students in school districts where large disparities existed. The approach is grounded on the belief that education is transformative and must be guided by relevant research, intentional interventions, and a seamless collaboration between two formerly separate systems: K-12 and higher education. Using qualitative and quantitative research methods, initial results of this ecosystems approach that included customized interventions for K-12 students, parents, teachers and principals showed increased college admissions from Pipeline schools, decreased developmental education needs in literacy and mathematics, as well as increased college retention rates beyond the first year.

**35350     09:30-10:00 | Room: Al Khayma**
*Japanese Higher Education and Its Current Problem*
Masaru Ishizumi, Kanagawa University, Japan

Japanese universities are losing ground in the international competitive market. This is shown in the data provided by such an organization as Times Higher Education. In light of this reality, major sectors of Japanese society such as government and business circles have expressed their serious concern about the future of Japanese higher education and also the Japanese economic and social competitiveness around the world. They have initiated in recent years some impetus targeting major changes of universities in Japan. My discussion is going to be dealing with two aspects regarding the problems of Japanese universities. One aspect is what we call the "globalization" aspect. On this issue, my discussion centers around the educational elements rather than research elements of the current situation and future direction. The second aspect to be dealt with is the governance aspect or the "management" aspect. I will examine how Japanese universities are managed institutionally. Some of the major obstacles from the point of view of top management is to be mentioned here. I would welcome participants to give comments on both the globalization issue and management issue from comparative perspectives. It is hoped that we can suggest a desirable direction for Japanese universities to take in order to gain competitiveness in the international market of global higher education.

# Tuesday Session I

## 09:00-10:30 | Room: Al Majlis

Tuesday Session I: 09:00-10:30
Room: Al Majlis
Humanities: Literature/Literary Studies
Session Chair: Sung-Eun Cho

**34018    09:00-09:30 | Room: Al Majlis**
*The Evolution of the Victorian Pure Woman: Connecting Barrett Browning to Hardy, from Aurora Leigh to Tess of the d'Urbervilles*
Neil Addison, Tokyo Woman's Christian University, Japan

While Elizabeth Barrett Browning's *Sonnets from the Portuguese* (1850) and Thomas Hardy's *Poems of 1912-13* deal with the treatment of love, they focus on differing stages. Barrett Browning wrote about her feelings for Robert Browning during the early period of their love affair, while Hardy didn't poetically celebrate his first wife, Emma, until after her death. Hardy also compared his initial written courtship of Emma with the Brownings' exchange of love letters (Tomalin, 2006). Perhaps the most significant connection between Barrett Browning and Hardy, however, is their similar notion of the "pure woman", exemplified by the character of Marian Erle in *Aurora Leigh* (1856) and the central protagonist in *Tess of the d'Urbervilles* (1892). Victorian male society denied the existence of female sexual feelings, and condemned unmarried but sexually active women as fallen (Harvey 2003), but Barrett Browning, in *Aurora Leigh*, stressed that the purity of the body was unimportant compared to the purity of the soul (Thomson, 1978). The publication of *On the Origin of Species* (1859), however, engendered an age of Christian doubt, and Hardy, upon reading it, became a committed Darwinian. In *Tess of the d'Urbervilles*, therefore, Hardy's heroine retains her purity not through worship but by achieving transcendence in the natural world, while the text intimates that her descendants will succeed her. This discussion will hence examine how Elizabeth Barrett Browning's literary representation of the "pure woman" in *Aurora Leigh* connects with ideas developed and expanded in Thomas Hardy's *Tess of the d'Urbervilles*.

**34815    09:30-10:00 | Room: Al Majlis**
*"Now [...] I Live in the Ancient Nightmare World": The Past as Escape in Zamyatin's* We *and Orwell's* Nineteen Eighty-Four
Firas A. J. Al-Jubouri, American University of Sharjah, UAE

This research paper explores the past as a form of escapism, sedition and final submission in prominent dystopian literature: the ancient house in Yevgeny Zamyatin's *We* (1924) and the junk shop in George Orwell's *Nineteen Eighty-Four* (1949). The ancient house in Zamyatin's *We*, which is a State-run museum, is the only opaque building in the One State, a remnant of a disorganised and impractical past that is kept as a reminder of mankind's previous imperfections. Whereas the junk shop in *Nineteen Eighty-Four*, which is a thought police-run chamber of entrapment, is filled with old junk that is both useless and ancient amid the bleak, grey and autocratic world of Oceania, a remainder of a simple and nostalgic existence. The analyses of these objects aims to prove that they serve as an alternative place where people can experience a distant yet different existence; in both cases, however, these places represent raw and true humanity in the dysfunctional settings of their respective realities. The reasoning behind this supposition is that mankind cannot exist in any state of the extreme, whether it is a seemingly positive as in One State, or negative, as in Oceania. Hence, both places attract those who find it difficult to conform or want to break away from the uniformity of the outside world. Being human requires a balance, a duality of good and evil, beauty and ugliness, and other polarities, and through experience and knowledge mankind would realise its own salvation and establish what makes him truly human.

**35324    10:00-10:30 | Room: Al Majlis**
*Will Government-Led Efforts Succeed in Promoting the Translation of Korean Literature?*
Sung-Eun Cho, Hankuk University of Foreign Studies, South Korea

Within Korea, the translation and publication of Korean literary works into foreign languages is regarded as a form of promotion or publicity for the country and its literature. In recent years, the globalization of Korean literature has been one of the primary efforts promoted on the governmental level for cultural exchanges. However, there seems to be certain contradictory attitudes towards literary translation between Korea's cultural authorities and publishers in other countries. The Korean funding agencies tend to support the translation of works by respected domestic authors that are esteemed and considered to be representative works of Korean literature, while most foreign publishers want the translated books to reach a wider audience and treat the translations as a commodity that can only be justified in terms of sales. This study will examine these two different perspectives towards translated literature from both sides. Some key government policies involving the translation and dissemination of Korean literature will be analyzed to find out whether government-led efforts for literary promotion have been successful or not. The study will also illustrate some examples of translations that have been favorably received in the US and British publishing markets. In particular, this study will focus on the various elements that should be taken into consideration when introducing Korean literary works to the global market. Much of the research material come from relevant websites, critical articles, and interviews with writers, editors, publishers and translators involved in the process of translating and promoting Korean literature.

# Tuesday Session I

## 09:00-10:30 | Room: Al Rimal

**Tuesday Session I: 09:00-10:30**
**Room: Al Rimal**
**Language Learning**
**Session Chair: Blagoja Dimoski**

**35377      09:00-09:30 | Room: Al Rimal**
*Speaking My Way Into Success! A Visit to the Speaking Center*
Melissa Mosher, UAE University, UAE

Language learning is never complete without room for practice. At UAE University the male and female campuses are divided and the female students always need extra practice within the campus. The speaking center not only provides students with a warm environment to practice their conversational skills. It also provides interaction with the foreign exchange students and exam practice with language teachers. The center has integrated language workshops and poetry competitions as well as a speech competition to create a healthy learner autonomous environment. In this presentation I will break down the several activities as well as the students' progression at the university's speaking center.

**33771      09:30-10:00 | Room: Al Rimal**
*Lexical Approach to Teaching German in Tourism*
Nevenka Blazevic, University of Rijeka, Croatia

As an alternative to grammar-based approaches the lexical approach is based on the idea that an important part of language acquisition is the ability to comprehend and produce lexical patterns as unanalyzed wholes. They are thought to play a central role in language teaching and learning. Lexical patterns are easily retrieved and offer learners the possibility of expressing themselves in the absence of grammar awareness. However, fluency depends on having rapid access to lexical patterns which need to be selected and included into learning materials and class activities. The key principle of the lexical approach is that language consists of grammaticalized lexis, not lexicalized grammar. Involved in teaching German at the Faculty of Tourism and Hospitality Management we are constantly trying to enhance the efficiency of the teaching process. Among various approaches to second language teaching the lexical approach seems to be the most adequate for short courses related to tourism. Having analyzed the language needs of our students we have developed textbooks, which contain the most frequent lexical patterns necessary for the communication in tourism. This presentation will demonstrate how the lexical approach principles can be utilised in teaching German in short courses in tourism. Moreover, it will show that there is no alternative to the lexical approach when teaching languages for specific purposes within a short period of time.

**34243      10:00-10:30 | Room: Al Rimal**
*Learner Perceptions of Good Teacher Attributes: Japan and Other Asian Contexts*
Blagoja Dimoski, Tamagawa University, Japan
Andrew Leichsenring, Tamagawa University, Japan

Teacher quality is an integral component of a learner's educational experience and development. Positive teacher influences can contribute to learner knowledge, skill acquisition and a positive learning environment (Jahangiri & Mucciolo, 2016). An absence of contemporary research into Japanese learner perceptions of positive teacher attributes was the catalyst of the present study. An initial pilot study conducted by the researchers revealed that in education levels ranging from elementary school to university, high school teachers and private instructors/tutors were the most selected categories, with English being the most common subject. Learners most notably perceived good teachers to be friendly, knowledgeable, empathetic and humorous. Learner perceptions also revealed that respect for the teacher/student relationship dynamic and a teacher's sternness were important underlying themes. The current study provides a year-long cross-sectional analysis of over 140 Japanese undergraduate students' perceptions of good teacher attributes using a mixed methods design. The researchers will discuss the attributes selected by the learners and the contexts in which these individuals formed favorable perceptions as evidenced through their reflective written narratives. Additionally, the variable of gender is introduced and examined in the current research. The findings are then compared against other contemporary Asian-based studies (Al-Mahrooqi, Denman, Al-Siyabi & Al-Maamari, 2015; Nghia, 2015; Wichadee, 2010) relevant to this field.

# Tuesday Session I

## 09:00-10:30 | Room: Amwaj 1

**35345    09:00-09:30 | Room: Amwaj 1**
*Creative Territories and Socio-Cultural Dynamics of Artistic Innovation*
Elena Raevskikh, Centre Norbert Elias, France

The geographical concentration of artistic innovation activities is a long-standing reality that is affirmed on a global, national and local scale, with examples of Hollywood (Scott, 2005), Festival d'Avignon (Pedler, 1999), music in Liverpool (Power, 2008), fashion in Milan (Wenting, 2008), perfume from Grasse, textiles from Lyon, etc. Today, this phenomenon raises several renewed questions. Firstly, regional development strategies, which can be observed in the European Union, but also in the extra-European territories (Russia, Japan), seek to increase the impact of artistic innovation on the socio-economic and industrial sectors. However, the notion of artistic innovation is weakly conceptualized by both the Social Sciences and the national and international normative documents. Secondly, the competitiveness of artistic innovations is related to the diverse risks and uncertainties that cannot be homogenized by the "top-down" creative policies. Finally, because the production and social reception of artistic innovations (painting, perfumery, fashion, digital arts, etc.) are now increasingly associated with new technologies, approaches and concepts that offer multiple fields of comparative and interdisciplinary analysis. By combining the epistemological tools proposed by sociology, political science, economics and geography, this research is focused on the notion of artistic innovation. How could artistic innovation be defined? How are the artistic innovations emerging, moving and transforming? What impact do they have on regional and metropolitan centers engaged in international competition? What are the factors that favor (or create obstacles) to the social assimilation of these innovations by the target populations?

**35394    09:30-10:00 | Room: Amwaj 1**
*The Decontextualization of Arabic Music in France and in the US: Redefining the Conditions of a Musical Practice*
Maxime Jaffré, Centre Norbert Elias, France

This paper proposes to analyse musicians coming from classical Arabic music institutions that are recomposing outside their institutional and national borders, in countries such as France and the United States. As part of the "world music" production, Arabic music is widely considered as an imported object in Europe as well as in the United States. For most scholars, Arab musicians practicing outside of the Arab world can hardly be considered as authentic ideal types, nor as the counterparts of the classical music institutions from the Maghreb or from the Middle East. However, this paper aims to trace the different steps of the redefinition process implemented by Arab musicians performing in France and in the United States. The recomposition of Arabic music ensembles outside of their institutional and national borders shows how, through their new territorial roots, these musical forms do not recompose disembodied or generic forms of the "Arabic music" but rather are the result of a recontextualisation process that musicians redefine themselves from heterogeneous institutional know-how. The analysis of Arabic music conceived in new territories allows us to understand, from empirical studies such as in Marseille or Chicago, how institutional knowledge and know-how are renewed and implemented, without abandoning the specific scales formats (quarter tones) that were and remain at the foundation of these musical practices.

**35472    10:00-10:30 | Room: Amwaj 1**
*Between Public Policy and Popular Culture: The Great American Crime Decline, 1990-2015*
Jeffrey Ogbar, University of Connecticut, USA

This papers explores the significant drop in violent crimes in the United States from 1990 to 2015. The study gives attention to a range of public and private efforts to address a surging crime rate that swept the country in the late 1980s and early 1990s. Despite generally accepted assumptions that a weak economy, with high unemployment and increased poverty, would lead to increased crime rates after the Great Recession began in 2007, scholars and policymakers were surprised to witnessed continued decline in violent crime rates. The paper considers the convergence of a host of important shifts in public policy, as well as cultural changes, and the influence of new technologies and elements in popular culture to explain the decline, offering heretofore unpublished theories on the decline.

# Tuesday Session II

## 11:00-12:30 | Room: Al Waha

**34870    11:00-11:30 | Room: Al Waha**
*Individual, Societal, Historical, and Geographical Effects and Training*
Seyit Taser, Necmettin Erbakan University, Turkey

The individual is the most important representative of existence and the most significant example of being. Every individual plays a role in society, carries out a task and has an importance. Education is the only way that an individual can be at first able to help him and then collect. Society also consists of individuals. In the first place, the fact is that if individuals are best educated and cultured they will benefit the development of their community. The question of how education should be given to individuals and society is concerned with social philosophy and culture philosophy. These also influence the philosophy of education. In planning the education in a more qualified way, it is necessary to ignore the historical and geographical effects. In this study, the historical and geographical factors will be discussed with regard to the effect of individuals and society and also will be associated with education. It will look at how different civilizations with different earth forms and geographical features shape their education systems. Should the education system be specific only to its society or can it be universal? An attempt will be made to find the answer.

**34407    11:30-12:00 | Room: Al Waha**
*Ethnomathematic Concepts in Yakurr Culture: Applicability of Ethnomathematics Concepts in Conjunction with Conventional Method of Teaching Geometry*
Ubana Arikpo Ubana, Cross River State College of Education, Akamkpa, Nigeria
Patrick Obere Abiam, Cross River State College of Education, Akamkpa, Nigeria
Ekpezu Enun Enun, Cross River State College of Education, Akamkpa, Nigeria

This study sought to explore ethnomathematics concepts that exist in the culture of the Yakurr people of Cross River State of Nigeria. It also aimed to determine the applicability of ethnomathematics concepts in conjunction with conventional methods in teaching geometry in junior secondary school one (JSS1). Three research questions and one null hypothesis were used to guide the study. The study employed survey and, specifically, pretest, posttest and non-equivalent control group (quasi-experimental) designs. The samples used for the study comprised 120 unschooled Lokaa-speaking adults; and 304 junior secondary school one (JSS1) students. Two instruments, Ethnomathematics concepts Questionnaire (ECQ) and Geometry Achievement Test (GAT), were used for data collection. Two sets of lesson plans were prepared, one for the treatment group and the other for the control group. The treatment and control groups were taught JSS1 geometry using ethnomathematics teaching approach and conventional methods, respectively. Research questions were answered using mean and standard deviation, while the null hypothesis was tested using analysis of covariance (ANCOVA), at .05 significant level. The results established that ethnomathematics concepts embedded in them as contained in the junior secondary school Mathematics Curriculum. The results also showed that ethnomathematics teaching approach in Nigeria is significant.

**34156    12:00-12:30 | Room: Al Waha**
*Infusing Malay Culture in Malay Primary Curriculum*
Zalinah Hassan, Ministry of Education, Singapore
Nurmah Zainal, Ministry of Education, Singapore

Culture is important because it describes a society. Culture brings people in a community together. Culture creates a collective identity. However, with globalisation and modernization, there is a rising trend of our young children being less familiar and less exposed to some of the cultural aspects of the community. One of the desired outcomes of education is for our children to be concerned citizens who are rooted to the country and appreciate the beauty of the world around them, which includes appreciating the beauty of their own cultures. Through the infusion of some cultural aspects in the primary curriculum, it helps primary school children to be aware of, understand and appreciate these cultural aspects. Schools are also given the support and opportunities to organise cultural activities for the children. Feedback from schools has been encouraging. To add on, different activities organised by various organisations such as MLLPC, NHB and Majlis Bahasa have also created opportunities for these children to learn more about their own culture. Thus, through these opportunities, it is hoped that these children are able to uphold and appreciate their sense of identities in a multilingual society.

# Tuesday Session II

## 11:00-13:00 | Room: Al Khayma

Tuesday Session II: 11:00-13:00
Room: Al Khayma
Education: Social Justice & Social Change
Session Chair: Martina Dickson

**33944   11:00-11:30 | Room: Al Khayma**
*Emirati Student Mothers: How Can Higher Education Institutions Best Support Them?*
Martina Dickson, Emirates College for Advanced Education, UAE
Lilly Tennant, Emirates College for Advanced Education, UAE

Women in the UAE now make up unprecedented numbers of students in federal universities. For cultural reasons, the ages of marriage and onset of childbearing often means that motherhood for Emirati women coincides with their years of undergraduate study. This is a fairly unique situation relative to higher education institutions worldwide. The transition from student to student mother is undoubtedly fraught with challenges, but this transition can be eased by institutions that are flexible, open to change and employ faculty who are understanding, supportive and encouraging towards student mothers. We present ways in which faculty at one teacher training institution report offering support to their student mothers, which may, in theory, reduce the stress on the students and increase retention. We triangulated this by asking the students to report on the ways in which they felt that faculty had supported them (or not), and how this support could be improved.  For both faculty and student groups, we also explored their ideas of how the institution could improve access for student mothers in order to become more attractive and reduce attrition rates; both participant groups suggested that more options of course delivery mode needed to be offered, such as online or blended modes, that an onsite creche should be available, that scheduling and course selections should be flexible and ultimately that students should have autonomy to make such choices.

**35333   11:30-12:00 | Room: Al Khayma**
*Social Issues and Social Constructivism: A Communicative Approach to Teaching Web Design*
Melissa Lee Price, Zayed University, UAE
Jenny Knighting Eppard, Zayed University, UAE

Students often assume that the learning outcomes in a web design class are focused on software. This may be appropriate in a computing web development class, but in one that is in a media college/department the focus is on communication and the user/message. In order to bridge the two, implementation of social constructivist ideas in the classroom allows students to collaborate to solve real problems using digital media. In fall 2016, two introductory web design classes in Dubai were given a final brief to create a one page scrollable/responsive site in both English and Arabic that addressed a "social issue" in the UAE. Students were allowed to choose their own "social issue", with the instructor helping to focus the approach. The issues were relevant for their society, such as post-partum depression, and required problem-solving skills. The teaching approach was a social constructivist one. The instructor wanted the students to focus on their culture and the needs of a rapidly changing society. These ideas would be incorporated into a simulation of a public announcement through a government agency website that addresses a pressing issue. Students were required to update their work online so students in both classes could give feedback. One assessment was a user testing report from a fellow student. This allowed the students to have a shared goal through collaboration. They engaged with the subject matter and not the technology used to deliver the message. Students had to think of themselves as both the "client" and the "user" in the assessments.

**34831   12:00-12:30 | Room: Al Khayma**
*Orthodoxy to Orthopraxy: A Classroom Requirement Turned Student-Initiative's Contribution to Marginalized Communities in the Philippines*
Love Grace Abella, Central Bible Seminary, University of the East, The Philippines

Two things will be highlighted in this presentation – first, what we are doing in the classroom: what started as a final examination in one of our class subjects in a small Bible seminary in Manila, Philippines, has turned into a student-initiative effort; second, what the students are doing through this student-initiative for marginalized communities across the country as an application of what they have learned in the classroom. This orthodoxy-turned-orthopraxy will also share the projects the group did for various communities, specifically the recent activity that the team of students did in Mindanao which is a survey of the reading literacy level of the minority youth in the village of Kematu in South Cotabato, Mindanao, Philippines, where resides the T'boli Tribe. The community consists of 30 families and around 50 children. The study assessed 30 children/youth from age 8 to 14. To measure their reading level, the study utilized Johns Basic Reading inventory which measures the respondents' reading speed, miscues, vocabulary knowledge, inference and reading comprehension (which entails vocabulary, inference and evaluation). This will be a basis of a reading program contextualized to the needs of the said indigenous people group's youth. With this endeavor, students are educated, exposed and trained so they can go beyond the classroom to extend their education to contribute to social change, and influence and assist marginalized communities as well.

# Tuesday Session II
## 11:00-13:00 | Rooms: Al Khayma & Al Majlis

**34288    12:30-13:00 | Room: Al Khayma**
*Bullying in Schools: Saudi Teachers' Responses to Three Types of Bullying Incidents*
Lina Alamoudi, University of Nottingham, UK

This study focuses on a broad picture of the attitudes, strategies and conflict management techniques that are used by teachers in Saudi Arabia when children are involved in bullying situations. Using an online survey and purposive sampling, 64 Saudi teachers responded to 6 written vignettes describing school conflict incidents. Scenarios described physical, verbal and social bullying. Each vignette was followed by a 5-point Likert-scale item, asking the respondents to rate their likelihood of intervening in the situation, together with an open-ended question to describe the way of responding to the scenarios. The responses indicate that the majority of teachers considered all of the scenarios used in the study in earnest – that is, they were very likely to intervene in almost any form of bullying. However, it is important to note that individual considerations of the possibility of teachers intervening in all three categories of bullying were more focused on physical bullying. Comparisons made between senior and junior schools indicate that it is a distinct possibility that more teachers in junior schools would intervene in cases of bullying than in senior schools. The study further highlights that in the case of physical bullying, more teachers were willing to give advice/guidance to the bully. However, where verbal bullying was concerned, most of the teachers preferred referring to religious texts and Islamic teachings. Overall, in the three other types of scenarios, the results show that the majority of respondents like giving advice/guidance to the bully while comforting, affirming, and encouraging the bully victim.

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**Tuesday Session II: 11:00-13:00**
**Room: Al Majlis**
**Interdisciplinary Perspectives on the Arts**
**Session Chair: Dennis Eluyefa**

**34240    11:00-11:30 | Room: Al Majlis**
*West Meets East: An Exercise Dislocation*
Geneviève Gamache, University of Malaya, Malaysia

In this paper it is my intention to investigate the need for dislocation in the transformation of the *Mahabharata* into a graphic novel intended for a Western audience. 18 Days is a graphic novel published by Graphic India that focuses on the final battle of this traditional epic. The graphic novel is in itself very short and focused only on certain details leading to the battle, while ending in its first throes. As per its publisher, the goal of the graphic novel was not to "teach" the narrative of the *Mahabharata*, but to focus on its philosophical message. In this act of translation, the writers had to leave a lot of content out of the final product, while the artists had to create a way to make this limited, if not "reduced" philosophical work accessible to the intended audience; in other words to a Western audience familiar with the codes of American graphic novels. In this paper I will explore how this act of transculturation led to a dislocation of the narrative. In other words, I will explore how the artists, wanting to keep certain philosophical concepts, had to neutralise the culture context, transforming a traditional South Asian epic into a sci-fi.

**34136    11:30-12:00 | Room: Al Majlis**
*Music Education, Legality and Social Inclusion in Italy*
Antonella Coppi, Free University of Bolzano, Italy

The raising of foreign children who arrive in Italy requires research and realization of host locations, aimed at guaranteeing rights such as protection, education, housing and education. This is required by the International Convention on the Rights of the Child of 1989, ratified by the Italian Government in 1991, and subsequently saw its application in the national context, through applicative regional laws. This presence may pose a problem to be solved with appropriate tools, but is a huge opportunity to experience and further implement social inclusion mechanisms. Music is one of the distinctive aspects of being human and can be a bridge to connect people and culture, arts and humanities. Music education can encourage journeying together towards transformative musical experiences. Creating opportunities for active music participation means finding ways to increase accessible pathways that lead toward meaningful musical engagement. Music education is a way for social inclusion: the research wants to investigate the emphases the importance of making connections among people, across issues, and over time. By encouraging expansive and ongoing frameworks for interaction the research seeks to create engaged populations and communities of practice and the differences can only take place in a safe, positive and nurturing environment.

# Tuesday Session II

## 11:00-13:00 | Room: Al Majlis

**34122     12:00-12:30 | Room: Al Majlis**

*Maki Ishii, Black Intention I-III and the Deconstruction of Dissonance*

Barnaby Ralph, Seikei University, Japan

The Japanese-born composer Maki Ishii (1936-2003) has often represented himself as spanning two cultures, both through his artistic output and in his discussions of his own musical identity, such as his reflective autobiographical essay "Sounds of West – Sounds of East" (1997). This underlying discourse of transition between liminal spaces manifests itself in other, surprising ways within Ishii's oeuvre, however. In his three-work cycle Black Intention, with part one (1976) scored for one performer playing recorders and percussion, part two (1977) for three musicians with oboe, clarinet and bassoon, and part three (1977) for solo piano and breath, the composer begins his journey in the dissonant world of the post-serialist avant-garde, moves through a transformative process of communication between performers in the only chamber work of the cycle, and arrives finally at a soloistic representation of melodic repetition overlaying clusters of consonance. In other words, the universe represented in the music falls apart through a process of self-dismantling, but is gradually reconstructed as something new. This paper considers the works as a cycle and argues that an arch form can be discerned, with the final iteration of thematic material exerting an influence on the initial part of the work. The discussion will thus propose that Ishii's ideas in this cycle unfold through the process of composition, changing not only what is to come, but also what has been before.

**33856     12:30-13:00 | Room: Al Majlis**

*Cultural Integration or Assimilation: The Yorùbá Dùndún Drumming Tradition Within a British Concert Tradition*

Dennis Eluyefa, Bishop Grosseteste University, UK

On March 13, 2008, the Yorùbá Dùndún drumming tradition was performed in front of a packed audience as part of a concert called "Step Into the Picture" at The Anvil Theatre in Basingstoke, England. The composer/conductor, inspired by a set of 24 pictures of Jesus Christ by Paul Forsey, transferred the images into a performative element and performed by professional orchestras and cultural groups alongside 500 children from 15 schools, exploring sounds and movements. The notion was that through the pictures children would be able to step inside the story of Jesus in an imaginative way, which ideally ordinary spoken texts may not be able to convey. The project was also about interdisciplinary exploration of the life of Jesus and how that could be presented in a way that transcends nationality, age, gender, culture and intelligence. I performed the dùndún music together with 26 pupils between the age of 9 and 10 from Fairfields Primary School, Basingstoke. The dùndún drumming tradition operated within a strict structure, limiting its level of involvement in the concert. How did the dùndún drumming tradition and the Yorùbá musical culture and identity fit within the British education system and concert tradition? To what extent was the dùndún drumming tradition modified? Could the dùndún drumming tradition be retained in the face of the modification without losing its cultural values? How was the authenticity of the dùndún drumming tradition defined? These questions will be analysed in this paper, adopting the stance of a reflective practitioner.

# Tuesday Session II

## 11:00-12:30 | Room: Al Rimal

**Tuesday Session II: 11:00-12:30**
**Room: Al Rimal**
**Languages & Linguistics**
**Session Chair: Sullay Mohamed Kanu**

**33292     11:00-11:30 | Room: Al Rimal**
*Hedging in Doctor-Patient Communication: A Pragmatic Study*
Suhair Safwat Al-Obaidi, University of Sulaimani, Iraq

Social relations are (partly) achieved through the existence of institutionalized roles with socially prescribed patterns of behaviour. Doctor-patient communication can present particular challenges to these relations. Since illness is regarded as a form of social deviance as it impairs normal role performance, patients often look for clues to assess the situation. One such clue is soaking their speech with particular types of hedges. Doctors also use hedges of particular types. To use hedges properly can strengthen expressive force and communicative results, which can improve interpersonal relationship and thus make communication go more smoothly. The current paper analyses the type and frequencies of hedges employed in 15 conversations between doctors and patients. The overarching goal of this investigation is to present a general situation of hedges used in doctor-patient communication and explore their pragmatic functions. The results obtained lead to the conclusions that the two interlocutors use different types of hedges to mitigate the statements. However, it is found that doctors employ more hedging devices. By maintaining more hedges mainly of the adaptor type, doctors can provide positive feedback to the patient and facilitate his or her participation.

**33740     11:30-12:00 | Room: Al Rimal**
*Feasibility Study of Teaching Persian Language and Foreign Languages to the Immigrants and Users of Tehran Public Libraries*
Zohreh Mirhosseini, Islamic Azad University North Tehran Branch, Iran
Maryam Arabzadeh, Iranian Public Libraries Foundation, Iran
Abbas Mahdavijalal, Artistic & Cultural Organization of Tehran Municipality Education Unit, Iran

This research has been done to survey the public library's function in supporting of the language teaching process for immigrants. It is an analytical survey. A structured questionnaire is used to gather information. The study population includes 100 managers of Tehran public libraries attached to Iranian Public Libraries Foundation. Results revealed that most managers (85%) emphasized the need for establishing facilities for the Persian language and other live languages as a self regulated learning method in the libraries. The supply of resources and facilities to instruct the mentioned languages for users and immigrants in self-learning process were remarkably lower than mid-level range; all managers believe that those possibilities might be made available, but in a very low measurement, around 27%. In addition, the amount of use of subsidiary services of the library to support this project is lower than the average. The managers believe that they can use these services very low, 9%. The managers strongly urge that the amount of budget is inadequate to instruct and promote a language training system in the libraries with a very low budget, 8%. But, regarding the positive views of the managers toward the language learning programs for immigrants, it is hoped that in near future, considering the government program for developing the different language teaching systems, the public libraries would prepare the budget and needed facilities to help immigrants and linguistic minorities.

**35103     12:00-12:30 | Room: Al Rimal**
*The Syntax and Semantics of the Benefactive Applicative in Temne*
Sullay Mohamed Kanu, Abu Dhabi University, UAE

The benefactive applicative in Temne is typologically unusual for an applicative in that it has a variable but regular syntactic effect on the valence of the verb. It can add one applied object, a beneficiary or an instrument, and two applied objects, a beneficiary and a substitutive or a beneficiary and an instrument, to the valence of the verb. Semantically, the benefactive applicative has several meanings. In this paper, I examine the semantic and syntactic effects of combining the benefactive applicative with a verb in Temne. Building on Kanu 2016, 2012 and 2004, I demonstrate that the benefactive applicative combines with all verb types, and has the syntactic effect of adding up to two applied objects to the valence of the verb. Semantically, I illustrate, using Langacker's (1978) "network model of polysemy", that the benefactive applicative is a polysemous suffix combining with various schemas that are closely related.

# Tuesday Session II

## 11:00-12:30 | Room: Amwaj 1

Tuesday Session II: 11:00-12:30
Room: Amwaj 1
Student Learning, Learner Experiences & Learner Diversity
Session Chair: Deniz Palak

**33029    11:00-11:30 | Room: Amwaj 1**
*Breeding Winners Who Cause Change: The Optimal Learning Experience for Advertising Creatives*
Dina Faour, American University in Dubai, UAE

If advertising is deemed effective when it causes a change in behavior, then the teaching of advertising must also cause a change. This paper evaluates the latest educational methods employed at the American University in Dubai to teach visual communication in general and advertising (creative) in specific. We start by evaluating the academic side of this major, from curriculum and course design, to instructional material, assessment methods and rubrics followed. We then investigate how this academic learning is being validated, complemented, enforced and applied through external collaborations, events, workshops, trips and activities that involve the society. This research seeks to prove that, for such creative disciplines, academia alone is insufficient. It is only when the learning goes beyond the classroom, putting theory into practice, while serving the community at large and engaging the industry, that this learning experience is effective enough to cause positive change for all parties involved.

**32847    11:30-12:00 | Room: Amwaj 1**
*What Happens When You Ask University Students in the UAE to Track Their Academic Reading Habits?*
Naeema Al Hosani, UAE University, UAE
Tendai Charles, UAE University, UAE

The ability to read a large amount of academic texts is essential for university students. Some students lack the necessary skills, strategies and motivation to read academic books or journals, which consequently has a negative effect on their learning and overall academic performance. As teachers we looked for solutions to this problem but soon realised there is a lack of published research about the reading habits of undergraduate students in the United Arab Emirates. Consequently, we investigated: a) the current reading habits of UAE students, b) the extent to which they are motivated to read, c) their reading ability in terms of reading speed and comprehension, and d) whether the use of technology can help to improve their reading habits. To investigate these points, a quasi-experiment was conducted on 100 female undergraduate students, in a pre-test/intervention/post-test format over a three-week period. In the pre- and post-tests, we tested their reading speed and comprehension. During the intervention, students were divided into a control group and an experimental group; the control group were given a printed book to read, whilst the experimental group were given the same text but in electronic format. All students were asked to read this book every day and to keep track of the number of pages read by using an electronic "reading log". Our findings suggest that the use of an electronic reading log can be a motivational tool for teachers to use with their undergraduate-level students.

**34892    12:00-12:30 | Room: Amwaj 1**
*Assessment of Academic and Career Readiness Among Female Saudi Arabia College Students*
Deniz Palak, Prince Mohammad Bin Fahd University, Saudi Arabia
Mona Almqbas, Prince Mohammad Bin Fahd University, Saudi Arabia

This study describes the perspectives of Saudi female students' application of their academic and non-academic skills. Towards this end, the study employed the Student Success Survey, which measured students' assessment of their own academic and non-academic skills, as well as career readiness, in four different categories, organized under thirteen sub-sections with a total of 104 statements which students rated in a 5 point scale: 5 representing almost or almost always true and 1 representing never or almost never true. The survey is administered online to 180 female students who are enrolled in a college in the Eastern Province of Saudi Arabia. The data gathered from this survey will answer the following four research questions: 1) What is the extent to which students are confident about their academic writing, speaking, and listening skills? 2) What are students' perspectives on their study and critical thinking skills? 3) What are students' personal issues on their non-academic skills: motivation, self-esteem, classroom imperatives, team-work and conflict resolution? 4) What are students' perspectives on their planning for the future in terms of time management, personal purpose and career planning? This study's importance is twofold: 1) To initiate student curiosity and motivation with their own academic and future career endeavors through the self-assessment process, and (2) To describe student perspectives in this uniquely situated college with its own challenges and demands unique to Saudi Arabia.

# Tuesday Session III

## 14:00-15:30 | Room: Al Waha

**Tuesday Session III: 14:00-15:30**
**Room: Al Waha**
**Educational Policy, Leadership, Management & Administration**
**Session Chair: Nicholas Sun-Keung Pang**

**33956    14:00-14:30 | Room: Al Waha**
*Do You Agree to the Terms and Conditions? Contracts and the Practice of Education*
Rosalind Irving, Higher Colleges of Technology, UAE

This paper responds to the conference theme of ideology and change in education through a discussion on the impact contractual agreements may have in shaping the roles, relationships and identities, of educators, students and researchers. Emanating from a neoliberal ideology that favours "business-like" behaviour in public services, I examine the ways in which the use of contracts has crossed from business to education. Contracts in business act as proxies for trust, can facilitate a guaranteed outcome and provide legal redress where there is a breakdown in provision. This paper argues that the use of contracts in education has moved beyond applications such as procurement and terms of employment and is beginning to reconfigure the educational experience. Pairings such as class/teacher, parent/school, student/university, participant/researcher exemplify agents and entities now linked as forms of contractual relationship. The paper aims to shed light on how these arrangements are enacted in practice. I review relevant literature, drawing from public choice theory, new public management and theories of the firm. Specific examples are evidenced from a "glocal" context (Dubai and the UK). The paper posits that, in seeking to guarantee accountability contracts, through their legalistic mechanism, paradoxically create distances in our sense of responsibility.

**35257    14:30-15:00 | Room: Al Waha**
*The Critical Success Factors of Strategy Implementation in Large Service Industry Organizations*
Abdullah Alharthy, Cranfield University, UK
Hamad Rashid, Cranfield University, UK
Romano Pagliari, Cranfield University, UK

Several studies have noted that strategies often fail mainly at the implementation process. However, most of the research addresses the formation of strategy. The importance of strategy formation is not of lesser importance. This paper addresses the implementation aspect of strategy deployment. Strategy execution is selecting a strategy for organizational action to accomplish specific strategic goals. Whilst a brilliant strategy can provide a competitive advantage for a business, only an effective implementation process will ensure this outcome. The formulation of strategy is usually a top-down endeavour. Implementing requires synchronous top-down, bottom-up and across-the-firm activity. Many studies have discussed the problems in strategy execution. For example, the role of senior management and their involvement can be very weak in strategy implementation; there can be a lack of communication top-down, bottom-up and across the firm; or there can be poor coordination and sharing of responsibilities. This articles identifies critical success factors in the implementation of the strategy.

**34227    15:00-15:30 | Room: Al Waha**
*Comparing Educational Reform and Teacher Professional Learning Between Hong Kong and Shanghai*
Nicholas Sun-Keung Pang, The Chinese University of Hong Kong, Hong Kong
Ting Wang, University of Canberra, Australia

Today's centre of high performance in school education is East Asia. According to the OECD's 2012 PISA assessments, Hong Kong and Shanghai were two of the world's five highest-performing systems. Evidence indicates high performance in these education systems comes from effective strategies that focus on teacher professional learning that continuously improve learning and teaching. This paper reports part of findings from a major study which investigates and compares school education reforms and teacher professional learning in two high performing education systems in China. Drawing on the analysis of survey data collected in 2015 from the perception of 1,368 teachers from 25 schools from Hong Kong and 25 schools from Shanghai, this paper particularly focuses on examining teachers perception of the effectiveness of educational reform in the cities, as well as, the relationship between teachers professional learning and organizational outcomes. The findings reveal that Shanghai teachers had higher perceptions of the effectiveness of educational reforms, the processes of teacher professional learning, and school organizational outcomes than the perceptions of Hong Kong teachers of similar areas (subscales). These findings may match and contribute to explain why Shanghai students performance has been top in the PISA studies in 2009 and 2012. This study sheds light on how teachers can play a more important and key role in a collective-enquiry approach into student learning and how to enhance such a professional learning culture in both Hong Kong and Shanghai schools.

# Tuesday Session III
## 14:00-15:30 | Room: Al Khayma

Tuesday Session III: 14:00-15:30
**Room: Al Khayma**
**Education: Social Justice & Social Change**
**Workshop Presentation**
**Session Chair: Toby Jenkins**

**33074 | Room: Al Khayma**
*Back Talk: Disrupting Cultural Hegemony and "Academic Space" Through the Campus Open Mic*
Toby Jenkins, Georgia Southern University, USA
Crystal Endsley, John Jay College of Criminal Justice, USA
Marla Jaksch, The College of New Jersey, USA
Anthony Keith Jr. , For the Love of Children, USA

This interactive workshop will explore the use of spoken word as a tool for activist-minded and socially disruptive college student engagement and civic awareness. Spoken word has become a global creative venue for young adults to speak out. Yet, not much has been done in the field of higher education to critically understand these programs beyond their entertainment value. From our personal experiences creating spoken word programs on college campuses in the United States and conducting research on spoken word within educational settings, we have found that open mic nights purposefully transform "quiet" "scholarly" spaces into loud venues of activism, protest and communion. Workshop attendees will be invited to participate in an abbreviated writing workshop and to experience sharing their creative work!

1) Introductions
2) Writing prompt #1: Inside/Outside
3) Project Overview—what we aim to do, why it is critical, how we know it matters
4) Writing prompt #2: Inside/Outside
5) Q&A: Why is it critical that students have an opportunity to literally use their voice(s)? To literally take a stand? Why is it critical for students who are marginalized to be seen, to be heard, to be recognized?

# Tuesday Featured Session
## 15:30-16:00 | Room: Amwaj 1

*Managing for Innovation and Sustainability: Lessons from the Gulf Region*
Virginia Bodolica, American University of Sharjah, UAE

The resource-rich countries of the Gulf region have experienced a vertiginous economic growth and unparalleled achievements in infrastructure development over the past decades. Since several Gulf-based nations (particularly Qatar and the United Arab Emirates) attained noteworthy international standings in a short period of time, this presentation aims to uncover the specific sources of regional competitiveness, sustainability and innovation. Drawing upon a globally benchmarked portrait of major economies in the Gulf, I illustrate their recent accomplishments in espousing the principles of the knowledge-based economy and delineate strategic priorities for attaining sustainable development goals. Among the fundamental pillars of regional growth that are emphasized in the presentation are government-led initiatives of investing in local youth to boost their self-motivation and future potential, supporting entrepreneurial undertakings of nationals and resident population, promoting gender equality and female participation in the labor force, fostering the creation of university-based innovation labs to bridge the gap between the industry and educational institutions, and implementing viable corporate governance and social responsibility practices in both publicly-listed firms and privately-held family-run businesses. Based on this in-depth analysis of dynamic characteristics and development drivers in this rapidly growing region in the world, I identify and discuss the key features of Gulf-based organizations that set them apart from other companies in the Middle East.

# Closing Session
## 16:00-16:30 | Room: Amwaj 1

Closing remarks from members of the conference Organising Committee.

# Virtual Presentations

# Virtual Presentations

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**34067**

*Using ICT for Teaching Arabic as a Foreign Language in Nigeria: Issues and Challenges*

Isiaka Adewale Lawal, Osun State College of Education Ilesa, Nigeria

Information and Communication Technology (ICT) has become an indispensable tool for both teachers and learners in various fields and disciplines. The aspiration of many in this age is therefore aided by Internet facilities to the extent that ICT is gradually pushing aside the traditional library from the educational scene. This paper is therefore an attempt to examine the effects of Computer and E-learning on the teaching and learning of Arabic in Nigeria, in order to keep up with the modernized communities in the current digital world. The paper gives an insight into the necessity of ICT in the teaching of Arabic and highlights its challenges and positive effects. This paper employs the use of questionnaires to elicit information from teachers and learners of Arabic in tertiary institutions on the effectiveness of ICT in teaching Arabic. The paper is concluded by stressing the fact that the use of ICT will make Arabic teaching easier for teachers and more interesting to the learners, and both the teachers and learners will be able to communicate and have an insight into the culture of the native speakers.

**34786**

*Friends with Benefits: Causes and Effects of Learners' Cheating Practices During Examination*

Leo Andrew Diego, Roxas National Comprehensive High School, The Philippines

One of the major cognitive contents of the educational system concerning examinations is the prevailing fraudulent culture – copying other learners' answers during examinations. (Smith,1994) The impact of this issue is consistently appalling and pervasive in this contemporary setting especially in secondary schools. This alarming kind of culture in the academe makes every learner know and do what should not be done, for copying corrupts and defeats the purposes of understanding, applying and creating ideas as stipulated in revised Bloom's taxonomy. Thus, the study analyzed the effects of copying in the student's level of awareness. The onset and conceptualization of this research is anchored primarily with the end in view of recommending an understanding of better theoretical framework such as social learning theory and practical approaches to solidify students' motivation to self and lesson mastery. This study aims to serve as an eye-opener to learners' awareness about the causes and effects of copying other learners' answer during examinations. Moreover, it seeks to probe hidden motivations and aspirations behind this kind of misconduct as manifestation of their behavior. Vast are the opportunities being defeated by this learned culture-copying. One of the opportunities is the avenue for self-mastery and internalization of the lessons. The assessment preparation and its endowment is also put into jeopardy by learners' irresponsible habits.

**34931**

*The Use of Contemporary Video Art Techniques to Convey Buddhist Dhamma Teaching*

Chollada Thongtawee, Silpakorn University, Thailand

This research aims to explore the use of video art based on contemporary/Western performing art and visual art techniques to convey eastern philosophy of Buddhist teaching of Truth or Dhamma. The qualitative methods were used for data collecting and analysis. It is found in this research that contemporary/Western video art techniques could facilitate the artist to better connect with ancient eastern philosophy of Buddhism. The video art based on contemporary/Western performing art and visual art techniques could deeply embrace contemporary context conducive to the self-exploration of the artist. Thus, it could lead the artist to the intuitive understanding of Buddhist philosophy which generally explains the nature of human mind and nature.

**35119**

*Bureaucracy in the Power-Dependence of Domestic Politics and Linkage in Foreign Policy*

Yoshihiro Nagata, Nagoya University, Japan

Domestic politics and foreign policy have relevance. The policymaking actors in domestic politics are bureaucracy, party and parliament. Especially, bureaucracy is the most influential actor in policymaking. This paper will discuss how bureaucracy affects foreign policy. This paper consists of three parts. First, described is how various ministries coordinate with the policy networks. In Trans-Pacific Partnership (TPP) bargaining, the Ministry of Foreign Affairs of Japan and the Ministry of Economy, Trade and Industry promote TPP because TPP develops the economic growth and linkage. But the Ministry of Agriculture, Forestry and Fisheries opposes the TPP because of TPP's risk in agriculture. Furthermore, the Prime Minister and the majority of the Liberal Democratic Party of Japan promote TPP, but the minority of the Diet opposes TPP. Second, I will investigate how bureaucracy affects foreign policy. In Japan, traditionally, the Ministry of Foreign Affairs has been deciding diplomacy, but recently, various ministries and politicians have become the actors of foreign policy. In Japan–EU EPA bargaining, various ministries and politicians have conflicts of interest. The Ministry of Foreign Affairs and the Ministry of Economy, Trade and Industry promote the Japan–EU EPA because the EPA makes the economic growth and linkage, but the Ministry of Agriculture and Forestry and Fisheries and the Ministry of Land, Infrastructure, Transport and Tourism oppose the Japan–EU EPA because of problems with agriculture and trains. Finally, I will analyze the relevance of domestic politics and foreign policy from the viewpoint of power-dependence and interdependence.

# Virtual Presentations

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**35291**

*Case Study: Pre-Service Teachers Characterization and Engagement Levels of Critical Reading*

Bernice Sanchez, Texas A&M International University, USA

Preservice teachers must be critical readers and thinkers if they are to prepare our future generations for the challenges of the twenty-first century. Critical reading and thinking skills are essential to the evolution of a well-rounded individual who can interpret information, challenge evidence and assess diverse arguments. The following case study attempts to examine preservice teachers' characterization of critical reading and explore their level of responses in their application and engagement of critical reading/thinking. This paper discusses the research explored in the case study that incorporated an open-ended survey and critical reading prompts that examined pre-service teachers' engagement levels into reading and thinking critically while allowing the researcher to gain an understanding of teachers' awareness and engagement of critical reading/thinking stance. Overall, the data findings presented support the ongoing challenges of teaching critical reading/thinking as indicated by previous research studies. The information gathered by the researcher will provide insights into pre-service teachers' critical reading/thinking and the importance of transmitting critical engagement habits to future generations of pre-service teachers.

**35339**

*Beyt El Hekma', The House of Wisdom: The Legacy of Arabic Science, Interdisciplinarity and Contemporary Art Practice*

Suzi Elhafez, University of Melbourne, Australia

The Arab-Islamic Empire historically evidences interdisciplinary approaches to knowledge production and scholarship. This was realised with vast success during a period of intellectual expansion, religious tolerance and philosophical inquiry known as the Golden Age. One of the greatest innovations of this knowledge-based economy was the interdisciplinary approach to knowledge-production, which informs innovative approaches to contemporary art practice and scholarship today. The medieval Arab scholars were the greatest of their epoch and the Arab Empire the most intellectually advanced, culturally and globally influential society of its time. "The House of Wisdom" (Arabic "beyt Al-hekma") was established during the Abbasid dynasty as an intellectual hub that would see the Medieval Arabs go on to create original scholarship across the sciences, the arts, philosophy, astronomy and medicine. This would be the birthplace of interdisciplinary methodologies evident in the works Al Khawarizmi and Ibn Al Haytham. As a visual artist working across the mediums of experimental photography and installation-based digital practices, interdisciplinarity is vital in informing contemporary creative practices. My practice-based research converges philosophy, physics and technology to create work that augments, disrupts, and challenges our conceptions of time. My research highlights the unique capacity of art to expand knowledge domains by engaging interdisciplinary approaches informed by the historical tradition of interdisciplinarity in Arabic scholarship. The success historically exemplified by this interdisciplinary approach is a testament to the scope of the emergent creative and conceptual knowledge-production that is possible when new modalities of discovery are employed to inform and innovate contemporary knowledge domains.

**35343**

*Academic Issues and Solution Proposal in a Plurilingual EFL Class in Japan*

Akiyoshi Suzuki, Nagasaki University, Japan

Teresa Kuwamura, Kyoto Gakuen University, Japan

The purpose of this study is to propose solutions for issues in class of reading and writing English which South Korean, Chinese and Japanese students attend, which is a typical plurilingual EFL class composition in Japanese universities. In Japan, a class of reading and writing English is requisite to students from Asian countries as well as Japanese students. In the class, the teacher needs to improve students' academic abilities for correctly reading and writing English. It is, however, not so easy for teachers who are native speakers of English, nor of Japanese teachers of English in Japan. Recently, research books and articles about a plurilingual EFL class have been published, but they usually propose pedagogy in English-speaking countries and hence they cannot work well in Japan without modification. As for the typical issues in Japan, first of all, many students in the class score lower than average on the scales of motivation and academic abilities of English. In addition, many of the students cannot understand Japanese well. The teacher is, hence, at a loss for a choice of language for explanation. There are also other various issues to resolve, but in this presentation, for reasons of time, I focus on how to improve students' motivation and their academic abilities of reading and writing English in a plurilingual EFL class in Japan.

# Virtual Presentations

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**35356**

*Scenery Changes in Campus Proceeded by Students*
Naokata Okajima, Minamikyushu University, Japan

University is where students improve their abilities and professors proceed with their research. It is fortunate if their interests coincide with each other's. However, they are not always the same. In such a case, a seminar in a laboratory might fill the gap between them to a certain extent. In departments such as architecture or landscape architecture that are considered as training for creating real spaces, the final purpose is to have the students experience creating a place as they visualized it, even if it is a small one. Armchair theory does not accomplish their real needs. Theory is important for researchers; however, students are young and often impatient and do not pay attention to others' past works. As a beginner, only experience can teach them the knowledge they require. This paper shows the results of a trial begun in 2013, wherein students were provided the chance to make actual changes in the scenery in an experimental area of the campus. Lawrence Halprin's RSPV cycles methodology was adopted in this experiment. The landscape operations added to the site by the students in the campus yearly for a period of three years are presented, and the meaning each change conveys is also considered.

**35420**

*Cross-Linguistic Contrastive Analysis and the Prediction of Pronunciation Difficulties Among Language Learners*
Ghazi Algethami, Taif University, Saudi Arabia

Relative to research on learning and teaching second language grammar (morphosyntax) and vocabulary, pronunciation has received little attention in previous applied linguistics research (Foote, Trofimovich, Collins & Urzúa, 2016). This is one of the main reasons why teachers and learners usually depend mainly on their intuition when it comes to teaching and learning pronunciation (Thomson & Derwing, 2014). One of the methods used among researchers and teachers to identify the pronunciation difficulties learners may face is the use of cross-linguistic contrastive analysis, where the phonological systems of learners' first and second/foreign languages are compared, and then areas of differences would constitute the bulk of teaching materials in language classrooms. The current exploratory study aims to find out whether the contrastive analysis method is able to predict learners' difficulties in producing foreign language speech. First, a phonological contrastive analysis between English and Saudi Arabic consonants will be conducted, and based on this analysis, predictions about consonantal pronunciation difficulties will be given. Second, previous studies that have examined the consonantal pronunciation difficulties among Saudi learners of English will be examined to find out to what extent the predictions generated by the contrastive analysis is successful in predicting the consonantal difficulties found in these studies. The results of this study will provide both theoretical and pedagogical implications. Theoretically, it will provide a test for the contrastive analysis method in predicting pronunciation difficulties, and pedagogically, it will provide learners and teachers with the possible areas of difficulties Saudi learners face in producing English consonants.

**35839**

*The 21st Century Skills in Higher Education*
Maurice Danaher, Zayed University, UAE
Kevin Schoepp, Jumeira University, UAE
Ashley Ater Kranov, Washington State University, USA

To increase the employability of baccalaureate graduates, tertiary education must include what are known as professional or twenty-first-century skills. While academic programs worldwide strive to develop a solid professional skills base in students, these skills are notoriously difficult to teach and assess. In 2014, Zayed University in the United Arab Emirates (UAE) began a collaboration with the developer of the US National Science Foundation backed and American Society of Engineering Education's award-winning Engineering Professional Skills Assessment (EPSA) to modify the method from engineering to computing and the UAE context. Funded by the Zayed University Research Incentive Fund, this two-year project has led to the development of a method known as the Computing Professional Skills Assessment (CPSA). The CPSA consists essentially of a scenario, a student discussion of the scenario, and a rubric to grade the discussion. The research project involved creating scenarios suitable to the field of computing and the region, developing a rubric including establishing validity and reliability, and developing an implementation method. The CPSA is the first method in the literature to measure all six of the computing professional skills prescribed by ABET (Accreditation Board for Engineering and technology) simultaneously.

# Conference Highlights: The Past 12 Months

Since 2009, IAFOR has welcomed university presidents, faculty deans, award-winning journalists, national politicians, government ministers, diplomats, charity leaders, think tank directors, documentary makers, movie directors, members of the armed forces, lawyers, doctors, jurists, artists, poets, writers, clergy, scientists, philosophers...

In January 2017, The IAFOR Hawaii Conference Series 2017 was held at The Hawai'i Convention Center, Honolulu, Hawaii, USA, as two consecutive events on the themes of "East Meets West: Innovation and Discovery" and "Educating for Change".

**Top left:** Professor William G. Staples of the University of Kansas, USA, speaks on "Everyday Surveillance: A Case Study of Student Information Systems" at IICSSHawaii2017. Professor Staples is well known internationally for his work in the areas of social control and surveillance. **Top right:** In her Keynote Presentation at IICSEEHawaii2017, Dr Jaimey Hamilton Faris of the University of Hawaii at Manoa, USA, introduces the audience to the concept of "liquid archives". Her academic writing focuses on issues of global trade networks and systems, environmentalism and sustainability in contemporary art, especially in the Asia-Pacific context.

**Below left:** Featured Presenter Donna McIntire-Byrd discusses eco-diplomacy and water conservation at IICSEEHawaii2017. Donna McIntire-Byrd serves as Chief of the Energy & Sustainable Design Unit for the US Department of State Bureau of Overseas Buildings Operations. **Below right:** In a Keynote Presentation, Dr Linda Furuto of the University of Hawaii at Manoa, USA, addresses the audience at IICEHawaii2017 on the topic of "Pacific Ethnomathematics: Navigating Ancient Wisdom and Modern Connections".

**Bottom left:** Professor Curtis Ho of the University of Hawaii at Manoa, USA, sits on a Featured Panel that explored how we educate for positive change, striking a balance between the need to challenge while also respect and preserve local and indigenous cultures and their languages, at IICEHawaii2017. **Bottom right:** In a Featured Presentation at IICTCHawaii2017, Dr Kristin Palmer discusses the use of open educational resources (OER) and massive open online courses (MOOCs). Dr Kristin Palmer is the Director of Online Learning Programs at the University of Virginia, USA.

**Above:** Aunty Kehaulani Lum and Uncle Bruce Keaulani of the Living Life Source Foundation, Hawaii, demonstrate a traditional Hawaiian greeting at IICEHawaii2017.

**Below left:** Distinguished psychologist Professor Michael B. Salzman of the University of Hawaii at Manoa speaks as part of a Featured Panel on "Aloha as a Way of Being: Hawaiian Perspectives on Learning" at IICEHawaii2017. **Below right:** Dr Xu Di, also of the University of Hawaii at Manoa, addresses the audience as part of the same IICEHawaii2017 Featured Panel. Dr Di's recent publications focus on bridging Eastern and Western philosophy for educational practices.

**Bottom left:** Professor Ken Urano, Featured Speaker at IICLLHawaii2017, presents on the topic of "Developing and Implementing an English for Specific Purposes Syllabus for Business Majors in Japan". Professor Urano is a member of the Faculty of Business Administration, Hokkai-Gakuen University, in Sapporo, Japan, where he mainly teaches English to business students.

**Bottom right:** In a Featured Presentation on statistics in the cognitive/risk era, award-winning research scientist and innovator Dr Nathaniel Newlands of the University of Victoria, Canada, discusses the increasingly critical role statistics plays in unravelling the complexity of our world at IICSSHawaii2017.

**Above left:** Yukio Satoh gives his Keynote Presentation entitled "Shifting Strategic Balance and Asian Security" at The Asia-Pacific Conference on Security and International Relations 2016 (APSec2016). Former Permanent Representative of Japan to the United Nations and former ambassador of Japan to Australia and the Netherlands, Yukio Satoh is now based at the Japan Institute of International Affairs, Japan. **Above right:** Current President of the Asian Political and International Studies Association (APISA) Professor Brendan Howe welcomes delegates to the The Asia-Pacific Conference on Security and International Relations 2016 (APSec2016), held jointly with APISA's tenth annual congress in Osaka, Japan.

**Below left:** In a Keynote Presentation at The Asia-Pacific Conference on Security and International Relations 2016 (APSec2016), Professor Jun Arima, based at the Graduate School of Public Policy, University of Tokyo, Japan, speaks on Asia's energy outlook. Professor Arima was Director General of the Japan External Trade Organization (JETRO), London, UK, and Special Advisor on Global Environmental Affairs for the Ministry of Economy, Trade and Industry (METI) in Japan from 2011 to 2015. **Below right:** Keynote Speaker Xingzui Wang, Executive Vice President of the China Foundation for Poverty Alleviation, addresses delegates at the Plenary Session of The Asia-Pacific Conference on Security and International Relations 2016 (APSec2016) on fighting poverty in China.

**Bottom left:** Michael Alfant, President Emeritus of the American Chamber of Commerce in Japan and Group President and CEO of Fusions Systems Group, headquartered in Tokyo, listens attentively during the Plenary Session of the The Asian Business & Management Conference 2016 (ABMC2016) in Kobe, Japan.

**Bottom right:** At IAFOR's Kansai-based conferences the arts and culture of Japan are frequently showcased as part of the programme. Conference attendees at The Asian Conference on Technology in the Classroom 2016 (ACTC2016) had the opportunity to gain knowledge and practical experience in the art of the Japanese green tea ceremony, with an informative demonstration and workshop given by local artisans.

**Above left:** Addressing delegates at The Asian Conference on Education 2016 (ACE2016), Dr McCagg gives a Keynote Presentation entitled "International Liberal Arts: Meeting Japan's Higher Education Needs in the Global and Digital Era". In his talk he identified dimensions of the university experience in Japan that can and need to be strengthened in order to create coherence and integrity in students' intellectual experiences. Dr McCagg is the Vice President for Academic Affairs of Akita International University, Japan.

**Above right:** In her Keynote Presentation, Professor Insung Jung of the International Christian University, Japan, examines the ways MOOCs are being used by individual learners and university systems, and their impact on access, quality and cost in higher education, at The Asian Conference on Society, Education and Technology 2016 (ACSET2016).

**Below:** Professor Grant Black (**below top left**), Vice-President of The International Academic Forum (IAFOR), chairs a Featured Symposium entitled "The Globalisation Process for University Education in Japan" at The Asian Conference on Education 2016 (ACE2016) in Kobe, Japan. The symposium aimed to integrate education theory and research with the context of long-term social processes in order to address policy reform and structural change in Japanese universities, and contributors included Dr Fumiko Kurihara of Chuo University (**below top middle**), Dr Maria Gabriela Schmidt of the University of Tsukuba (**below top right**), Dr Yasuo Nakatani of Hosei University (**below bottom left**), Dr Yukiko Mishina of the University of Tokyo, Japan (**below center middle**) and Dr Reiko Yamada of Doshisha University (**below bottom right**), all based in Japan.

**Above left:** At The IAFOR International Conference on the City (City2016), renowned critic and theorist Professor Bill Ashcroft of the University of New South Wales, Australia, gives a Keynote Presentation on the concept of the Transnation. **Above centre:** Alonso Carnicer, a news reporter at TV3, the Catalan Television channel, and Keynote Speaker at City2016, discusses his Catalan Television documentary, "Shanty towns, the forgotten city", which tells the story of impoverished settlements in Barcelona. **Above right:** Novelist, playwright and poet Gloria Montero, Global2016 Featured Speaker, delivers a talk entitled "Filling in the Lonely, Empty Places" at The IAFOR International Conference on Global Studies (Global2016).

**Below left:** Speaking on the dialectics of communication, Professor Svetlana Ter-Minasova of Lomonosov Moscow State University, Russia, presents during the Plenary Session at The European Conference on Psychology and the Behavioral Sciences (ECP2016). **Below right:** Dr Eddie Bruce-Jones of Birkbeck College School of Law, University of London, UK, explores the tensions and possibilities inherent in interdisciplinary work at the junction of the legal, the social-scientific and the literary, in his Keynote Presentation at The European Conference on the Social Sciences (ECSS2016).

**Bottom left:** Dr Amy Azano, Keynote Speaker at The European Conference on Education (ECE2016), gives an animated presentation entitled "Leveraging Place and Moving Toward Glocalized Learning". **Bottom right:** At The European Conference on Language Learning (ECLL2016), Professor Jean-Marc Dewaele, Keynote Speaker, argues that these non-linguistic benefits of language learning are illustrations of multicompetence.

**Above left:** Professor Sanja Bahun of the University of Essex, UK, addresses the part played by the arts, and literary art in particular, in transitional societies, in a Keynote Presentation at The European Conference on Literature & Librarianship (LibEuro2016). **Above right:** In her role as ECAH2016 Keynote Speaker, Professor Anne Boddington of the College of Arts and Humanities, University of Brighton, UK, explores the idea of the "stained glass ceiling", by examining the challenge of achieving effective intersectionality through gender and ethnic inequalities.

**Below left:** Toshihiko Sakaguchi, EBMC2016 Keynote Speaker and Director-General of JETRO London, gives a talk entitled "Japanese Economy and Business Opportunities" during the Plenary Session of The European Business & Management Conference (EBMC2016). **Below right:** At The European Conference on Politics, Economics & Law (ECPEL2016), Professor Michael Clarke, Keynote Speaker and Former Director General of the Royal United Services Institute, discusses the way in which the essential rules of international politics were formed and those states and societies that shaped them.

**Bottom left:** In a Keynote Presentation on reducing fear, increasing confidence and reaching the students who think that learning is an ordeal, Ken Wilson, a teacher trainer, and published author of a large amount of ELT materials, outlines how some simple group and game activities can serve as confidence builders for students at The European Conference on Language Learning (ECLL2016). **Bottom right:** Jared Baxter, ECAH2016 Keynote Speaker and Vincent van Gogh researcher, presents on "Vincent van Gogh's Symbolist Art" at The European Conference on Arts & Humanities (ECAH2016).
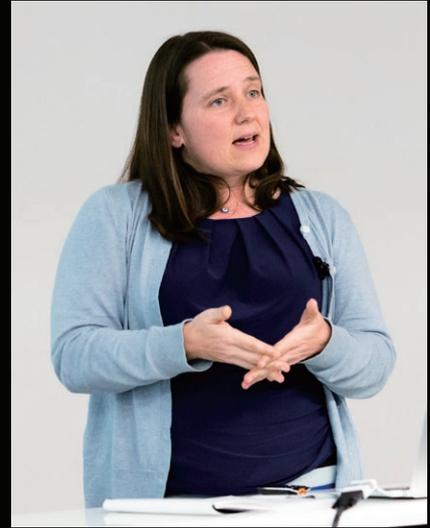
**Top left:** John Nguyet Erni, Chair Professor in Humanities and Head of the Department of Humanities & Creative Writing at Hong Kong Baptist University, poses questions about new sovereignty, human rights and humanitarian discourse in a Keynote Presentation at The Asian Conference on Asian Studies (ACAS2016) entitled "Negotiating 'Refuge': Humanitarianism for the 'Included-outs'". Professor Erni has published widely on international and Asia-based cultural studies, human rights legal criticism, Chinese consumption of transnational culture, gender and sexuality in media culture, youth popular consumption in Hong Kong and Asia, and critical public health.

**Top centre:** At The Asian Conference on Cultural Studies (ACCS2016), Professor Koichi Iwabuchi chairs a Keynote Panel on social movements and critical pedagogy. Koichi Iwabuchi is Professor of Media and Cultural Studies and Director of the Monash Asia Institute in Monash University, Australia, and his main research interests are media and cultural globalisation, multicultural questions, mixed race and cultural citizenship in East Asian contexts.

**Top right:** Dr Amy Szarkowski delivers an interesting Featured Panel Presentation on disability and disability issues in Japan at The Asian Conference on Asian Studies (ACAS2016). Dr Szarkowski is a psychologist in the Deaf and Hard of Hearing Program at Boston Children's Hospital and an Instructor in the Department of Psychiatry at Harvard Medical School, USA.

**Below left:** Dr James McNally of the University of Michigan, USA, is Director of the NACDA Program on Aging, a data archive containing over 1,500 studies related to health and the aging lifecourse. As AGen2016 Featured Speaker & Conference Co-Chair, he delivers a Featured Presentation on the individual and societal benefits for caregivers to elderly family members. Professor McNally is is Vice-President of The International Academic Forum (IAFOR).

**Below centre:** Professor Jun Arima, of the Graduate School of Public Policies, University of Tokyo, Japan, gives a Keynote Presentation on the significance of the Paris Agreement in the history of climate negotiation, its major points and Japan's action, at The Asian Conference on Sustainability, Energy and the Environment (ACSEE2016).

**Below right:** As Keynote Speaker at The Asian Conference on Aging & Gerontology (AGen2016), Professor Hiroshi Ishida discusses social survey data sets and data-archiving activities in Japan and introduces the Social Science Japan Data Archive (SSJDA).
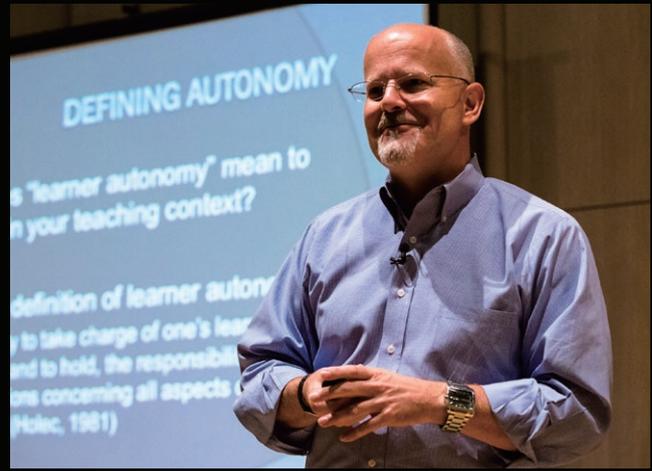
**Top left:** As a Keynote Speaker, Professor Stephen Ryan of Japan's Waseda University, lectures on "Diverging approaches and converging goals" at The Asian Conference on Language Learning (ACLL2016). **Top right:** In his Featured Presentation at the same conference, Richmond Stroupe of Soka University in Tokyo, Japan, discusses enhancing learner autonomy in Japan through teachers' professional development.

**Above left:** Professor Myles Chilton, a member of the Department of English Language and Literature at Japan's Nihon University and ACAH2016 Plenary Speaker, explores justice and literature in the classroom by investigating the claim that teaching literature means teaching social justice. **Above centre:** During the annual haiku workshop at The Asian Conference on Literature, Librarianship & Archival Science (LibrAsia2016), Hana Fujimoto of the Haiku International Association, Japan, gives a background and history to haiku and invites participants to write their own poems. **Above right:** Also at the LibrAsia2016 haiku workshop, Emiko Miyashita, a prominent haiku poet who is also a councillor for the Haiku International Association, reads world-famous haiku.

**Bottom left:** Lowell Sheppard, ACEID2016 Featured Speaker and Asia Pacific Director at HOPE International Development Agency, Japan, presents on the connection between education and social justice at The Asian Conference on Education & International Development (ACEID2016). **Bottom centre:** The National University of Singapore's Tan Tarn How delivers a Featured Presentation entitled "Educational Rankings: Towards an Index of Flourishing Education" at The Asian Conference on Ethics, Religion and Philosophy (ACERP2016). **Bottom right:** Also at ACERP2016, Dr Brian A. Victoria of the Oxford Centre for Buddhist Studies explores the nature of the relationship between religion and war in today's newspapers in his role as Conference Chair and Featured Speaker.
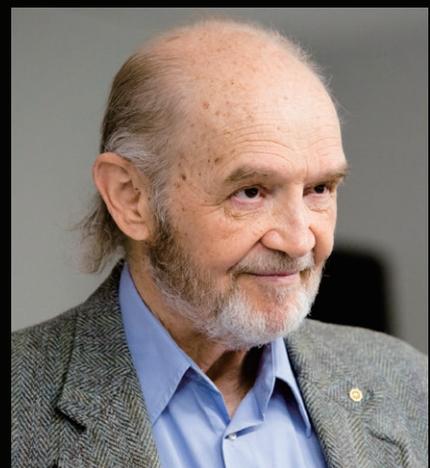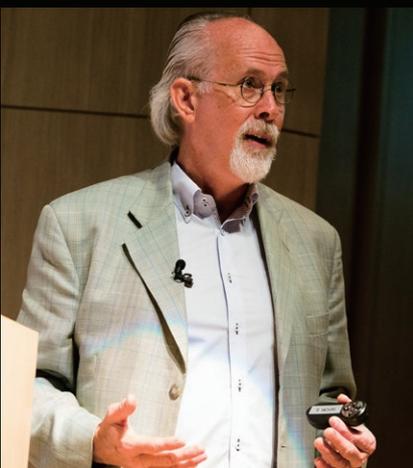
**Top left:** Did news coverage create the man or did the man create the news coverage? Professor Gary Swanson discusses the rise of Donald Trump at at The Asian Conference on Media & Mass Communication 2016 (MediAsia2016). Professor Swanson is the former Hansen Endowed Chair in Journalism and Distinguished Journalist-in-Residence at the University of Northern Colorado. He has received more than 75 awards for broadcast excellence including three EMMYs. **Top right:** Internationally recognised specialist in human rights, sexuality and culture Professor Baden Offord chairs a Featured Panel on Social Movements and Critical Pedagogy at The Asian Conference on Cultural Studies (ACCS2016).

**Above left:** Grand Prize Winner of the IAFOR Documentary Film Award 2016, *PLACEBO: ALT. RUSSIA* – a documentary which explores the alternative cultures that are present within Russia's major cities, directed by Charlie Targett-Adams and announced at The Asian Conference on Film & Documentary 2016 in Kobe, Japan. **Above right:**  Speaking on contemporary issues in journalism, Professor Richard Roth of Northwestern University, USA, delivers his Keynote Presentation at The Asian Conference on Media & Mass Communication 2016 (MediAsia2016).

**Below left:** Silent film pianist Mie Yanashita prepares to perform an improvisational soundtrack to the film *What Made Her Do It?* after presenting on the same topic at The Asian Conference on Media & Mass Communication 2016 (MediAsia2016) in Kobe, Japan. She has accompanied more than 600 silent film screenings in Japan and throughout the world, and has played in the UK, Germany, Italy, Thailand, Korea, and Malaysia. **Below right:** The One String Suma Goto Preservation Society perform. The history of the single string version of the suma goto dates back to the 11th century. Played during the Sake Tasting Workshop at The Asian Conference on Language Learning 2016 (ACLL2016).

**Top left:** Professor Frank S. Ravitch, Conference Chair and Keynote Speaker at The Asian Conference on Ethics, Religion and Philosophy (ACERP2016), gives an insightful presentation entitled "Freedom's Edge: Religious Freedom, Sexual Freedom, and the Future of Justice in America". **Top right:** In a Keynote Presentation at the same conference, the Director of TELL Lifeline, Vickie Skorji, questions how a crisis hotline providing services in a minority language can provide support, generate funding and maintain volunteer numbers.

**Above left & right:** IAFOR places great value on the local community and aims to ensure our delegates can experience Japan's culture through a packed and exciting programme of events. IAFOR conferences offer delegates a diverse, informative and thought-provoking range of activities and experiences, such as taiko drumming.

**Below left:** An image from the series *Life After Injury* by Ukrainian photojournalist Alexey Furman, Grand Prize Winner of the 2016 IAFOR Documentary Photography Award. "With this project I would like to raise awareness on a growing number of war veterans in Ukraine." Winners were announced at The European Conference on Media, Communication & Film (EuroMedia2016) in Brighton, England. The award's theme corresponds to the theme of the conference, which in 2016 was "justice". **Below right:** Traditional Awa Odori dance performance at ACAH/Librasia2016 in Kobe, Japan. The International Academic Forum is proud to be based in Japan, and we organise a number of events throughout the year that showcase the best of Japanese culture, ranging from the raw power of the taiko drums to the understated beauty of the tea ceremony, from martial arts demonstrations by world class masters to hands-on calligraphy workshops by university clubs and haiku workshops by leading poets.

# Presenters
# & Reviewers

# A-Z Index of Presenters

# A-Z Index of Presenters

# ACE 2017
## THE ASIAN CONFERENCE ON EDUCATION

## Conference Theme: Educating for Change

Art Center Kobe, Kobe, Japan
Thursday, October 19 – Sunday, October 22, 2017
Initial Abstract Submission Deadline: June 1, 2017

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**1800** delegates    from    **60+** countries

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– Take part in interactive audience sessions
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Faculty of Tourism and Hospitality Management, Croatia
**Lawrence Honkiss**
Rajamangala University of Technology, Thailand

**Najwa Saba 'Ayon**
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# Upcoming Events

www.iafor.org/conferences

## Kobe, Japan, 2017

**March 22-25, 2017**
The Asian Conference on Psychology & the Behavioral Sciences 2017
(acp.iafor.org)
The Asian Conference on Ethics, Religion & Philosophy 2017
(acerp.iafor.org)

**March 26-29, 2017**
The Asian Conference on Education & International Development 2017
(aceid.iafor.org)

**March 30-April 2, 2017**
The Asian Conference on Arts & Humanities 2017
(acah.iafor.org)
The Asian Conference on Literature 2017
(librasia.iafor.org)

**June 1-4, 2017**
The Asian Conference on Cultural Studies 2017
(accs.iafor.org)
The Asian Conference on Asian Studies 2017
(acas.iafor.org)
– includes The IAFOR International Conference on Japan & Japan Studies 2017

**June 8-11, 2017**
The Asian Conference on the Social Sciences 2017
(acss.iafor.org)
The Asian Conference Sustainability, Energy & the Environment 2017
(acsee.iafor.org)
– includes The Asian Conference on Aging & Gerontology 2017

**October 19-22, 2017**
The Asian Conference on Education 2017
– includes The Asian Undergraduate Research Symposium 2017
(ace.iafor.org)

**October 27-29, 2017**
The Asian Conference on Media & Mass Communication 2017
(mediasia.iafor.org)

## Brighton, UK, 2017

**June 30-July 2, 2017**
The European Conference on Education 2017
(ece.iafor.org)
The European Conference on Language Learning 2017
(ecll.iafor.org)

# Upcoming Events

www.iafor.org/conferences

## Brighton, UK, 2017 (cont.)

**July 4-5, 2017**
The European Conference on Psychology & the Behavioral Sciences 2017
(ecp.iafor.org)
The European Conference on Ethics, Religion & Philosophy 2017
(ecerp.iafor.org)

**July 7-9, 2017**
The European Conference on the Social Sciences 2017
(ecss.iafor.org)
The European Conference on Sustainability, Energy & the Environment 2017
(ecsee.iafor.org)

**July 11-12, 2017**
The European Conference on Arts & Humanities 2017
(ecah.iafor.org)
The European Conference on Media, Communication & Film 2017
(euromedia.iafor.org)

## Barcelona, Spain, 2017

**July 14-16, 2017**
The IAFOR International Conference on the City 2017
(city.iafor.org)
The IAFOR International Conference on Global Studies 2017
(global.iafor.org)

## Hawaii, USA, 2018

**January 4-6, 2018**
The IAFOR International Conference on Education – Hawaii 2018
(iicehawaii.iafor.org)
The IAFOR International Conference on Language Learning – Hawaii 2018
(iicllhawaii.iafor.org)
The IAFOR International Conference on the Social Sciences – Hawaii 2018
(iicsshawaii.iafor.org)
The IAFOR International Conference on Sustainability, Energy & the Environment – Hawaii 2018
(iicseehawaii.iafor.org)

## Dubai, UAE, 2018

**Dates TBA**
The IAFOR International Conference on Education – Dubai 2018
(iicedubai.iafor.org)
The IAFOR International Conference on Language Learning – Dubai 2018
(iiclldubai.iafor.org)
The IAFOR International Conference on the Social Sciences – Dubai 2018
(iicssdubai.iafor.org)
The IAFOR International Conference on Arts & Humanities – Dubai 2018
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